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Purpose of the study was to determine the current trends and practices in public relations and the extent of organized public relations programs existing in junior colleges throughout the Nation. The survey was conducted among 50 percent of the junior colleges in the United States—a selection based upon the stratified method of sampling. It also reports on a faculty survey conducted at Ricks College to determine the extent of the college's participation in various aspects of public and community relations.

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A STUDY OF TRENDS AND EXTENT OF ORGANIZED PUBLIC RELATIONS PROGRAMS IN TWO YEAR COLLEGES WITH SPECIAL APPLICATION TO RICKS COLLEGE

A Field Study
Presented to
the Faculty of the Department of Educational Administration
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Daniel Stewart Hess
August, 1961

This field study by Daniel S. Hess is accepted in its present form by the Department of Educational Administration of Brigham Young University, as satisfying the field study requirements for the degree of Doctor of Education.

July 20, 1961
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CHAPTER I

THE PROBLEM

As the world of knowledge has gradually extended itself and has grown in complexity, there has accompanied this extension a changing philosophy of education. The concept of "general education" has come to cover a broader scope than was offered fifty, or even twenty-five years ago. The constant social, economical and industrial changes in our society have placed pressures on the academic and educational aspects of society. To meet the added pressures, the two year or junior college has experienced a growth, the significance of which is unequalled in American education.

Keeping pace with the rapid growth of the junior college movement is the increase in awareness of the different publics with which the junior college is related, and a need for understanding the role those publics play. Although the academic respectability of the term "public relations" has sometimes been questioned, the policies and practices of public relations has come to be recognized as vital to the continued growth and acceptance of the junior college.

Meeting the same unprecedented growth, characteristic of the junior college movement as a whole, Ricks College is facing a new era, one of greater potentialities, broader scope, and increased community interrelationship. The key to the fulfillment of those potentialities is public understanding, public acceptance, and public support; a rapport which can be gained only through an adequate and effective public relations program.

I. STATEMENT OF THE PROBLEM

The purpose of this project is to make a study of current trends in public relations and the extent of organized public relations programs existing in junior colleges in America today. From this study, recommendations pertaining to a public relations program for Ricks College, as well as other similar junior colleges, will be formulated.

Specifically the study attempts to:

1. Determine the extent of organized, well defined public relations programs in two year colleges.
2. Compare the public relations programs of state and public junior colleges with those of parochial and other private junior colleges. By so doing, determine if there is any significant difference between the two types.
3. Determine the most successful and widely used areas and media of public relations according to the survey.
4. Evaluate, according to the criteria determined through research and survey, the public relations program of Ricks College.
5. Make recommendations for the formulation of a sound and well organized public relations program, applicable to the needs of Ricks College and other similar junior colleges.

II. BACKGROUND OF THE PROBLEM

The success of any educational system, whether public or private; elementary, secondary, or higher education, depends upon the public's support of that system. The level of public support is, in turn, determined by the degree of public confidence in that educational system. Because the junior college system is relatively new in the total system of higher education, the public is not as thoroughly or as accurately informed about junior colleges as about other educational institutions. The success of a junior college, whether public or private, therefore, is determined largely by public confidence that comprises the fruits of public understanding.

In view of the evident need for better public understanding, the up to date school today is searching for improvement in the ways in which its operations are in tune with its responsibilities and aspirations as well as with its representative publics. Too often, that aspect of a school's administration which deals with the school's representative publics is spontaneous and intuitive; without direction or organization. This type of public relations activity, although achieving some good in promoting public understanding and confidence, is wasteful of resources. Moreover, it is unsound in the face of crucial problems and long range need of public support.

History of Public Relations at Ricks

Tracing the history of public relations at Ricks College is tracing the history of the college itself. For as W. Emerson Reck, noted authority and former president of American College Public Relations Association, has stated, " . . . every institution has public relations whether it thinks it has or not . . . the only institution which does not have public relations is one which has closed its doors."[1] He feels that public relations is ". . . the sum total of all the impressions made by the institution itself and the various persons connected with it."[2] Thus, the public relations of Ricks College came into being with the founding of that academy on a blusterous November day, the 12th of November, 1888.

The very founding of the academy was to fill the academic and cultural needs of a community of Latter-day Saint pioneers, who had established their community of Rexburg some five years earlier. Because of expanded public favor and support during those first twelve years of the academy, and the increased demands upon the higher education department of the school, by 1900 the elementary grade work was discontinued, and only one preparatory course below the high school level was maintained.

To meet the growing demands of the academy, the people of the Upper Snake River Valley pooled their efforts and talents to construct a new building to house the academy. Many of the settlers paid their share in produce. A statement, and similar statements found repeatedly in the school minutes, was, "Last week the people of Salem turned in sixty dozen eggs."[3] Through such efforts, forty thousand dollars and a similar amount in labor were donated by the people of the Valley for the construction of the new building.

---

[1] W. Emerson Reck, Public Relations, A Program for Colleges and Universities. (New York: Harper and Brothers, 1946), p. 8.

[2] Ibid.

The term "public relations" may not have been known in that day, but certainly the ingredients of a public relations program were present. This is further evidenced by the continued expansion of the academy in both enrollment and curriculum. By 1915 the curriculum was broadened to include courses in fine arts and one year of college. The following year this was expanded to two years of college, enabling the academy to take its place and make its contribution to the nation-wide junior college movement. This enabled the academy also to prepare teachers for the district schools, as well as providing opportunity for other students to complete part of their college work at the academy.

Further public confidence and support was evidenced by the movement that was started that same year; a movement to erect another new building. As a result, the corner-stone of the gymnasium was laid on June 16, 1916. Three years later, through the support of the Church and the willing sacrifice of the people of the Valley, the new $80,000.00 gymnasium building was dedicated.

During the years from 1918 to 1921 the college made progress toward organization of the college separate from the high school. The college had become more comprehensive and stable, and therefore, merited a separate administration. The year 1923 marked the beginning of a new era for the school when, on February 8th, the name was changed to Ricks College. This period marked also the first steps of a formalized public relations program with the inauguration of the traditional Leadership Week. This is a unique service in community integration and adult education in a concentrated on-campus program. The basic goal of Leadership Week is "to provide truly selected educational experiences under noted educators, specialists and other persons of note, to help members of the community, patrons of Ricks College, and members of the Church to become better leaders in the home, the community and the Church."[4] For thirty-three years, the war years excluded, the annual Leadership Week has been and still is one of the strong aspects of the college public relations program. All of the tools of public relations are utilized in concerted effort to more closely integrate college and community during the traditional Leadership Week.

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[3] Ricks College, Pioneer in Education, Ricks College Bulletin, (November, 1947) Vol. XII, No 3, p. 10.

The period from 1930 to 1938 was a most critical and tumultuous one. Although the school had been founded by the Church of Jesus Christ of Latter-day Saints more than four decades earlier, a feeling had been developed among church leaders that their available funds could be better devoted to religious rather than to secular education. It was thought that the public in Arizona, Idaho, and Utah, where other similar Church junior colleges had been established, was as well able to maintain junior colleges as was the Church. As a result, early in 1929, the General Board of Education of the Church announced that it would retire from the field of junior college education, and that, after 1930, it would make no appropriation to existing institutions of this type.[5]

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[4] Ricks College Bulletin, Catalog Issue, 1961-62, (April 1961) Vol. 26, No. 2, pp. 48-49.

This left an alternative for the future of Ricks College: either to be turned over and accepted by the State of Idaho as a state junior college, or to be closed. Quoting from the historical records of the college:

> President Manwaring and his faculty worked hard to build up the spirit of the school and stimulate a closer spirit between the college and the people; and to make all Idaho feel that the school was really needed in the Upper Snake River Valley. There was a special effort made to create a general spirit between Ricks and the other junior colleges of the district. President Manwaring did everything he could to create a fine feeling between the school and the state board of education and the officials of the state university. Much of this work was done through the special activities such as the Founders Day Celebration, and the Alumni Banquet and Ball. These features were made big and effective, and soon all were developing an appreciation for the worth of the institution. He also attempted to create a fine congenial spirit between all factions of the community and the school; . . . There was soon a fine spirit of enthusiasm everywhere and all were working for the benefit of the school.

In preparation and confidence that the school would become a state institution, there took place a reorganization and upgrading of its curriculum and scholarship standards. Notwithstanding the concerted efforts of college and community leaders alike, and the long hard struggle in the legislature, the bill to provide for the acceptance of Ricks College as a state junior college was defeated. This was a crushing blow to the community as well as to the school. Neither, however, was ready to lock the doors of the college. Thus, when the people of the community themselves asked permission from the Church to run the school on their own account until the Legislature would again meet, the Church granted this concession, and added its own gift of $10,000 to help keep the school open. It relinquished all authority over the school, however, and left everything to a local board.

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[5] Walter Crosby Eells, The Junior College (Boston: Houghton Mifflin, 1931), pp. 153-154.

[6] Hyrum Manwaring, Ricks College, A History of Fifty-six Years. Unpublished papers, period 1930-1944, p. 4.

The school continued its operation for the next several years under most adverse circumstances, meeting continual defeat in the Legislature and no encouragement from the Church. The following is found in the records of the school year 1934-35:

> This was a peculiar, but still strong stable year. The school did not seem to belong to anyone, or to have a place in the educational circles. The Church did not want it, the state would not have it. The president and faculty just went ahead and ran it the best they could with very limited budget, and the trying conditions of the financial depression . . .
>
> The president, faculty, and others of the community never gave up the idea that the school would be perpetuated and fulfill the mission for which it was established.[7]

A high point in the history of the college which bespeaks of the outstanding community relationship existing during this grave period, took place in April, 1936. For it was on April 6th of that year that Ricks College successfully met the requirements and took its standing among other colleges throughout the country when it was fully accredited by the Northwest Association of Secondary and Higher Schools. This was a real achievement to receive such recognition during the severe fight for the future of the school. The local board, the faculty, and patrons were justly proud of such achieved distinction. Such a step was truly a reflection on the degree of public support and confidence that Ricks College maintained.

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[7] *Ibid.*, pp. 32-33.

Another development reflective of the high level of community support was the acquisition of the Residence Hall for the college, which took place during this same crucial period. Despite the financial hardships, the college experienced constant improvement and expansion, a provision made possible by much donated services and talent. When an opportunity arose to acquire a $34,000 building for $6,000, a campaign to sell Ricks College notes of $25.00 value, (no interest) soon yielded $7,000; enough for a substantial down payment on the building in addition to remodeling and furnishing costs. Another monument to community confidence.

The strong community favor and support of Ricks College was not without reward. For after much deliberation and reappraisal, in 1938 the Church Board of Education assumed the administration of the college and the local board of education was dissolved. From that period until the present time, the college has grown to take its place as the largest church supported junior college in the nation.

Such growth is not without its share of problems. As the college stands on the threshhold of another great era, with even greater possibilities and potentialities, it faces new challenges which must be met, and new obstacles which must be surmounted. No longer is the community with which the college is associated limited to the population of

Rexburg, or even to the surrounding valleys. Ricks has extended her arms to the fifty states of the union as well as numerous far distant nations of the world. No longer can the publics of that far reaching community be brought into oneness with the college through the same media that were so effective three decades ago.

Ricks College, like many similar colleges and universities today, faces a need for conscious planning and coordination in its public relations program. From a recent public relations survey made among the members of Ricks faculty, only 27 per cent reported a knowledge of the aims and goals of the public relations program. While all were aware of the existence of a public relations program, 92 per cent felt that the organization and coordination of responsibility was not defined clearly enough to be understood. Only 60 per cent were aware of a personal responsibility in the public relations program, while 72 per cent indicated a desire to be a part of that program. Of the faculty members surveyed, 15 per cent indicated that they were not familiar enough with the public relations program to express a valid opinion concerning the program.

It is evident that to arrive at the basic role of public relations, its functions in relation to the total college program, what the college is and does, must therefore be studied and more clearly understood.

The past history of the school is indicative of what a strong public and community relationship can accomplish. Such can be the future outlook of Ricks College, or any college, with a well founded and smoothly coordinated public relations program.

Justification of the Problem

The junior college program is fast gaining momentum in the various states of our country. It is filling an important need in relation to the community, not only through the daytime student program that is tailored to fit the specific area that produces the greater benefits for the community in which it is located, but also in the adult education program. The latter is one of the most rapidly growing programs in education today. Now that the junior college system is coming into its own and is being recognized as one of the foremost institutions in education, it is felt that a study of public relations and its part in the total junior college expansion may better enable the formulation of effective public relations programs.

By making a study of the trends and extent of organized public relations programs in junior colleges through the survey method, not only would such a survey reveal the total picture, showing the strengths and weaknesses of public relations in junior colleges, but would also present an opportunity to the participating colleges to analyze and thus evaluate their own individual programs.

Much of the confusion in the area of public relations in higher education emerges from the organization, and more often the lack of organization within that area. Where some institutions include alumni relations and fund raising within their administration of public relations, other institutions have separate administrative units over each, thus in many cases working at cross-purposes and duplicating effort. The terminology as well as the dimensions of that area are often equally indefinite.

As was indicated by the American College Public Relations Association at their Greenbriar Conference,[8] higher education has, in the last decade, recognized a need for definite clarification and administration of college public relations.

To determine what studies had been made in the field of public relations in junior colleges, the author wrote to the Research Division of the National Education Association; to the American Association of Junior Colleges; to the Office of Education, Clearinghouse of Studies on Higher Education; and to the American Council on Education, Office of Statistical Information and Research. While the above sources proved to be of invaluable assistance in their suggested source references, bibliographies, and above all their encouragement and interest, their replies were basically the same. Elmer D. West, Director of the Office of Statistical Information and Research, stated, "I'm afraid we have very little information on public relations programs in connection with junior colleges."[9]

Mrs. Elizabeth Reed, Director of Publications of American Association of Junior Colleges, made reference to periodical articles as well as additional sources for information, but indicated that the only related study of which they had record was completed in 1958, but was of a limited and local nature rather than national.[10]

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[8] "The Advancement of Understanding and Support of Higher Education" Conference Report (American College Public Relations Association, 1958), p. 1.

[9] Elmer D. West, Personal letter dated March 20, 1961.

[10] Elizabeth S. Reed, Personal letter dated February 7, 1961.

In response to the author's inquiry to the National Education Association, Director Sam M. Lambert of the Research Division, replied, "We are not aware of a study of public relations programs in junior colleges, such as you describe."[11]

Despite adverse circumstances in his own office, Winslow R. Hatch, Editor, Clearinghouse of Studies in Higher Education, took time and effort to send a handwritten personal reply together with bibliographical material of immeasurable worth. In his letter, however, he stated, referring to the material enclosed, "This alerts you to the small amount of material on this subject."[12]

In view of the limited number of studies which have been made in this particular area, the justification of such a study and survey would seem evident.

Scope of the Problem

Factors to be considered in this study include the following:

Historical Background.-- "Knowledge of the past is basic to an understanding of the present and the future."[13] To completely understand the current problems of college public relations,some knowledge of its historical background and development is necessary as a foundation to that understanding. A brief summary of the historical background and development of junior college public relations is therefore included within the scope of this study.

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[11] Sam M. Lambert, Personal letter dated February 17, 1961.

[12] Winslow R. Hatch, Personal letter dated March 20, 1961.

[13] Edward L. Bernays, Public Relations (Norman: University of Oklahoma Press, 1952), p. 11.

National Junior College Survey.-- To determine the current trends and extent of organized public relations programs in junior colleges throughout the nation today, a survey was conducted among 355 junior colleges. The colleges were selected by stratified method of sampling to include a proportionate number of public and private colleges. Geographical representation, as well as enrollment size, was considered in the scope of the survey, thus colleges were selected proportionately from each state.

The survey covered three specific aspects of public relations:

1. The organization and administration of the program.
2. Background and other information on personnel in the public relations program.
3. Activities and Tools used in public relations.

Ricks Faculty Survey.-- As part of the evaluation of Ricks College public relations, a survey was conducted among the faculty members of the school. This survey covered both the general aspects of public relations at the college, and the specific tools and activities used within the college public relations.

Areas of Public Relations.-- The total study takes under consideration both the administrative aspects of public relations and the functional aspects, including the specific tools and activities utilized within the program. Emphasis is given to the following areas:

1. Organization and administration of a program of public relations.
2. Administrative and other public relations personnel.
3. Evaluation of public relations programs.
4. Publicity and publications.
5. New Student promotion.
6. Community services and interaction.
7. Photography and other audio-visual media.
8. Radio and T.V.
9. Fund Raising.
10. Alumni Relations.
11. Professional Relations.
12. Advertising.
13. Special Events.

Delimitations of the Problem

Because of the broad field of study which may pertain to any one area or medium of public relations, the various areas and media are included only in so far as they directly apply to the public relations program of the junior college, and are applicable to the recommended program for Ricks College.

Further delimitation is found in the number of junior colleges under study. Only sufficient number of both public and private junior colleges will be studied to give an accurate picture of public relations trends and policies. Thus, a 50 per cent sampling of the 663 junior colleges limits the number of colleges to 331, plus the twenty-four pilot surveys. A 50 per cent sampling was decided upon to allow for further eventual delimitation incurred by the number of respondents.

As was indicated above,[14] the comparative newness of the field of public relations in junior colleges presents a certain limitation in the extent of available literature on this subject. Much of the bibliographical material is unpublished or in the process of publication, and its use was granted through the courtesy of the authors.

Definition of Terms

Although many of the terms are considered and discussed at greater lengths in the following chapters, they are specifically defined here as used in this study.

1. Public Relations.-- Considered in its broadest concept, public relations is the entire body of relationships; individual as well as group action, that creates the impressions and affect the social attitudes toward a particular organization or institution. Reiterating Emerson Reck's definition," . . . the public relations of any institution can be defined as the sum total of all the impressions made by the institution itself and the various persons connected with it."[15]

2. Public Relations Program.-- Broadly speaking, a program of public relations can be an activity, or sum total of activities pertaining to the advancement of good public relations. Such programs vary from

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[14] Supra., p. 11.

[15] Reck, op. cit., p. 8.

sound, well organized, coordinated programs, to spontaneous, intuitive activities, lacking any semblance of coordination or organization. For purposes of this study, however, a public relations program is defined as one having some degree of organized administration, continuity, policies and goals, as well as coordination in its activities.

3. Publicity.-- While a great amount of confusion and misinterpretation has emerged from the synonymous use of publicity with public relations, publicity is merely one phase or area of the broader scope of public relations. Publicity is that phase which gives information concerning the school; keeps the college's publics informed concerning the purposes, accomplishments, conditions, and needs of the school.

4. Publics.-- In reference to public relations, the term "public" is of such a singular and abstract nature that for purposes of this study, the word "public" will be used as synonymous with "group," referring only to one individual specific group. Accordingly, there is no one general public, but rather an indefinite number of publics, each one identified according to size, interests and purpose, extent of organization and control. This study therefore refers to "publics" as the many component groups with which the college is related.

5. Public Opinion.-- Like the word "public" there is no general public opinion. In public relations many opinions are held, each by different publics. Thus, the term "public opinion" refers to the opinions, prevailing ideas or beliefs of many different publics rather than to any general public.

6. Basic Philosophies.-- The basic philosophy upon which a public relations is based determines the priorities and activities which make up the program. Most such programs are based upon one or a combination of any of the following:

a. Information and Publicity.-- The aim of public relations based upon this philosophy is to keep the people informed concerning the purposes, accomplishments, conditions and needs of the school. It is believed that by keeping the institution constantly before the public eye; by disseminating information to influential publics, the institutional prestige with those publics with whom the school desires standing, will be increased.

b. Educational Interpretation.-- Public relations based upon this philosophy strives to bring about a desirable relationship with the community it serves by interpreting the goals and objectives of the educational program in the light of the needs and aspirations of the community. At the same time, the educational goals and institutional offerings are influenced to a large degree by the needs and aspirations of the community and publics which are served.

c. School Community Interaction.-- The philosophy underlying this type of public relations has a duel facet. First, that the community and its many publics have an influence, either directly or indirectly, upon the education of the students. Where the school recognizes this and takes the initiative in establishing a two-way flow of ideas between school and community, a cooperative relationship ensues. Second, by such a two-way relationship, the school strives for improved educational offerings as well as serving the vital needs of the community.

7. Public Junior College.-- A two year institution of higher education, under public support and control, whether State, District, County, or Local, is designated as a public junior college. A District junior college refers specifically to one supported and controlled by the junior college district, rather than a public school district.

8. Private Junior College.-- Privately controlled and supported institutions designated as private junior colleges, are classified under four categories:

a. Independent college is a nondenominational and non-profit community college.

b. Branch college is a branch of a privately controlled college or university, but located on a separate campus.

c. Proprietary college is controlled and supported by an individual or estate, or by individuals collectively holding proprietorship. Such a college is usually not a non-profit institution.

d. Denominational junior college, church-related, and parochial junior college are alternating terms and may be used interchangeably, referring to that type of private, non-profit junior college supported by and under the control of a specific church body. While the term "parochial school" had its origin in the parish controlled school of the Roman Catholic Church, the general meaning now implies any church supported and controlled school. Such will be the definition used for purposes of this study.

9. Area or Phase.-- The term "area" and "phase" are used interchangeably to designate a specific major component of the total program of public relations; the division by which the public relations program is analyzed. The area or component part of public relations dealing with the functional aspects of the program would consist of all the activities, tools, devices to carry out the work of public relations. The area or phase dealing with the structural aspects of the program would pertain to the administration of the program; the organization of the many departments under that administration.

10. Activities, Techniques, Devices, Tools, Media.-- While there may be a confusion of definition of the foregoing terms, for clarification they will be used interchangeably throughout this study. In specific reference, they refer to the means of promoting the functional aspects of public relations, and will comprise the component parts of the various functional areas. For convenience in this study, 83 specific activities, categorized under 12 different areas were listed in the related survey of junior colleges.[16]

11. Evaluation.-- The terms "evaluation" and "appraisal" are used synonymously by many workers in the field of public relations. For this study, however, the term "evaluation" will apply to that phase of determining the quality and worth of a school's public relations. The term will be used in a broad sense, including both subjective and objective aspects of evaluation.

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[16] See Appendix I.

12. Appraisal.-- More limited in connotation, the term "appraisal" refers to the more objective methods of evaluation; analytical surveys, opinion polls and inventories, checklists and rating scales.

13. Stratified Sampling.-- The method of sampling used in conducting the survey for this study was stratified sampling. This is also known as purposive or proportional sampling. Selection of samples is governed by known characteristics of the whole universe so as to secure a similar distribution in the sample.[17]

14. Survey.-- For the study, the term "survey" is used in conformity with the definition provided by Lundberg: "The term, 'social survey' is conventionally used to designate (a) a more or less comprehensive inquiry into numerous aspects of a situation, (b) as it exists at a given time in a given community, (c) with rather definite educational purposes."[18]

15. Questionnaire.-- The term "questionnaire" refers to the instruments used and submitted to the various sources: the Ricks Faculty, the Pilot study of authorities, and the general sampling of junior colleges, for the purpose of conducting the survey and gathering the necessary data to complete the study.

Methods of Procedure and Sources of Data

According to Good, Barr and Scates,[19] the normative-survey method of research is concerned with ascertaining the conditions which prevail in a group of cases chosen for study, and is essentially a method of quantitative description of the characteristics of the group. According to Whitney,[20] however, fact-finding with adequate interpretation of the meaning of the data collected is descriptive research. In both methods, however, historical research is desirable to determine historical trends that will throw light upon the meaning of the present conditions.

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[17] George A. Lundberg, Social Research (New York: Longmans, Green and Company, 1949, p. 138.

[18] Ibid., p. 388.

[19] Carter V. Good, A. S. Barr and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton Century Company, 1941), pp. 286-287.

Accordingly, the descriptive and normative survey methods of research, touching onto the historical method, were followed in this study.

To determine what studies had been made in the field of junior college public relations, a careful review of related literature, unpublished studies and reports, and studies in process was made. A bibliography was compiled and comparative data, useful in the final interpretation, was acquired.

To further ascertain the extent of research on this subject, letters were written to the American Association of Junior Colleges; American Council on Education, Office of Statistical Information and Research; National Education Association; U. S. Department of Education, Clearinghouse of Studies on Higher Education, and the American College Public Relations Association. In addition, correspondence with numerous authors and authorities in the field of public relations and junior colleges, yielded invaluable information and suggestions concerning the survey and study.

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[20] Frederick Lamson Whitney, The Elements of Research (New York: Prentice Hall Inc., 1950), pp. 154; 160.

In preparation of the construction of the survey instrument, as well as conducting the survey, a careful review of literature in methodology of research and surveys, was made. This was followed by the formulation of two questionnaires; the first for a faculty survey of Ricks College public relations; the second, to be submitted as a pilot survey to 24 persons of authority in the field of junior college public relations. Among the participants of the pilot study were correspondents mentioned above and authors of public relations texts and other publications.

The colleges for the national survey were then selected from the 1961 Junior College Directory, published by the American Association of Junior Colleges. This selection was based on the stratified method of sampling, in which the characteristics of control, size, and geographical distribution were considered. Thus, a fifty per cent sampling of public colleges, and a fifty per cent sampling of private colleges were selected from each state. Selection of institutions was proportionate to the total number of schools having enrollment over 2000; from 1000 to 2000; from 500 to 1000; under 500 in each state. As a result of this type of sampling, 331 colleges, (137 private and 194 public) were selected, having a range in enrollment from 62 to 9,375.

The response of the pilot study, in which the authorities included their personal comments, gave assurance that the instrument was ready to be submitted on a national scale. John Dunlap, prominent in the field of public relations, included the following notation, "This is an excellent study and I'll be interested in the result."[21] Further comment included, "PRIDE of American College Public Relations Association should be interested in this."[22] From the college of a well-known author and member of the Board of Directors of the American Association of Junior Colleges, Bill J. Priest, came the following comment, "We would be most interested in a summary of your study when completed."[23] Further assurance was indicated in the following statement from President Frederic Giles, "We were pleased to participate in your pilot study and most certainly are interested in sharing with you the information you gather. I would be interested not only in a summary of your findings, but also in copies of all the questionnaires you use in conducting your survey."[24]

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[21] John W. Dunlap, Assistant to the President, Santa Ana College, California, Personal letter dated April 22, 1961.

The final phase of the study consisted of the processing, interpretation and recording of the data acquired through the surveys. The data is tabulated to show the following:

1. General information on the colleges surveyed.
2. The survey responses, comparing public, private, total colleges and per cent of total respondents.
3. The general trend and extent of organized public relations programs in junior colleges.
4. A profile of the public relations official.
5. The most successful areas and activities of public relations.

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[22] Ibid.

[23] H. Deon Holt, Director, Public Information, American River Junior College, Sacramento, California. Personal letter dated April 21, 1961.

[24] Roger T. Loschen, Assistant to the President, Everett Junior College, Everett, Washington. Personal letter dated May 10, 1961.

The interpretation of the data considers comparatively public junior colleges, private junior colleges, and Ricks College.

From the findings and interpretation of the survey, recommendations were formulated for a sound and well organized public relations program applicable to the needs of Ricks College as well as other similar junior colleges.

Organization of the Remainder of the Study

This chapter has included a statement of the problem, the background of the problem, the justification for such a study, the scope and delimitations of the problem, a definition of the terms used, and the methodology employed in conducting the survey and throughout the study.

Chapter II comprises a review of related literature in the field of public relations in universities and colleges, and specifically in junior colleges. This consists of a section on the meaning and scope of public relations, discussing the different terminology relative to the terms "public relations," "publicity," and "publics." Also included in Chapter II are the history and development of public relations in junior colleges, the extent of organized public relations programs indicated by the review of literature, the basic principles and functions of public relations, and the place of evaluation in the public relations program.

Chapter III reviews and discusses the findings of the junior college survey, considering the extent of response, the general trend and extent of organized public relations programs in junior colleges, organizational patterns, and general objectives and goals motivating a public relations program. Included in Chapter III also is a profile of the public relations officer, his background and experience, status, responsibilities and human qualities. The organizational needs of Ricks College, as determined by the survey of the Ricks faculty, concludes this chapter.

The following four chapters, Chapters IV, V, VI and VII comprises the findings of the survey in the various areas of public relations. Chapter IV considers the area of publicity and publications in junior college public relations. This includes patterns and media of publicity, extent of publicity in the total public relations program, and the important role of publications in junior colleges as revealed by the survey. Chapter V considers the area of new student promotion, the meaning and interpretation of this area according to various respondents, and their interpretation of its relationship to public relations. Methods and practices of new student promotion in responding colleges are considered, as well as the new student promotion of Ricks College. Chapter VI considers area of college-community interaction, including the various phases of it, the extent to which it is recognized in national junior college public relations, and the current trend in that area. Case studies of exemplary programs of college community interaction are taken from the survey. Also the interpretation and evaluation of Ricks College-community interaction are considered. Chapter VII comprises the additional numerous areas and media of public relations considering their general use in public relations, current trends, and values according to the national junior college and Ricks faculty surveys. This includes the areas of alumni relations, fund raising and development, special events, radio and T.V. programming, audio-visual media, advertising, professional relations, and evaluation of public relations.

Chapter VIII, the final chapter, contains the summary, conclusions, and recommendations of the study, including a summary of the comparative programs of the pilot institutions, public colleges, private colleges, and Ricks College. Recommendations are included, based upon the findings of the national survey of junior colleges.

CHAPTER II

REVIEW OF THE RELATED LITERATURE IN THE FIELD OF PUBLIC RELATIONS IN JUNIOR COLLEGES

As this study of public relations concerns both public and private junior colleges, an investigation of the literature on the subject was made with a view of comparing the two types of colleges. It soon became evident that with the increased amount of writings pertaining to the junior college, a relatively small amount pertains to the subject of public relations, and even to a lesser extent does it concern the private junior college. The predominant amount of available literature is devoted to public junior colleges.

As James W. Reynolds, editor of Junior College Journal, has indicated:

> The rapid development of the junior college movement emphasizes the necessity for an understanding of this institution which is becoming steadily more important in the American educational picture . . . The growth of the junior college movement has been accompanied by an increase in the amount of discussion related to this topic. . . The literature of the junior college movement has been augmented in the last few years by materials other than survey reports. These include books, pamphlets, and articles in periodicals. Regardless of excellence, however, the writing has dealt primarily with public junior colleges. It is a rare occurrence that the reader encounters contributions to the growing literature of the junior college movement which deal with the private institutions.[1]

A major trend in the junior college movement, that of the development of the community junior college, has created some misconception which has attributed to the emphasis on the public junior college at the expense of the private. The assumption that a community college is necessarily a public junior college, is without foundation. Many such colleges are privately endowed, as were the forerunners of today's institutions.

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[1] James W. Reynolds, "There Are Private Junior Colleges, Too," Junior College Journal, September 1958, Vol. 29, p. 1.

To appreciate the importance of the private junior college in the total junior college movement, one need only go to the history of the junior college. For it was in relation to private colleges that the junior college had its birth. During the first forty years of development, the private junior colleges outnumbered the public institutions, and with few exceptions, the number of private junior colleges as well as their enrollment has shown a steady increase over the years.[2]

In light of the foregoing conclusions, writings and articles concerning community junior colleges or junior colleges in general, unless specifically indicating public junior colleges, should be interpreted to refer to both public and private junior colleges. For to do otherwise, or, as Reynolds has stated, "to exclude attention to the private institutions will produce a highly distorted picture."[3]

I. MEANING AND SCOPE OF PUBLIC RELATIONS

Publicity in Public Relations

Until recently, and still a source of much confusion among workers in the field, existed the concept that public relations is another term for publicity; that the two terms are synonymous. The following interpretation is repeated in the works of many writers, but originated more than two decades ago.

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[2] Ibid., p. 2.

[3] Ibid.

> Public relations is that phase of school administration which gives information concerning the schools. The aim of public relations is to keep the people informed concerning purposes, accomplishments, needs of the school . . . Public relations is usually used interchangeably with publicity.[4]

Such confusion in terminology is explained by Stephenson and Pratzner:

> The terms "publicity" and "public relations" are often used as meaning the same thing. This is a confusion, but a natural one, because public relations as practiced today grew out of publicity, and contains publicity as its primary component.[5]

Schoenfeld has described the relationship of the two terms in the following statement:

> Public relations is deeply involved in what a university is, does, and needs. Public relations, in the proper sense of the term, is primarily a matter of institutional conduct and only secondarily a matter of publicity.
>
> Mere publicity is like reputation -- What you are thought to be; but real public relations is like character -- what you really are. Public relations is deeds, not words.[6]

This is further analyzed by Herbert Baus in his explanation of public relations as the over-all "personality" and "policy" of an organization, plus the communicating of it. The communicating is publicity.[7]

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[4] Ward G. Reeder, An Introduction to Public School Relations (New York: MacMillan Company, 1937), pp. 1-2.

[5] Howard Stephenson and Wesley Fiske Pratzner, Publicity for Prestige and Profit (New York: McGraw-Hill Company, 1953), p. 4.

[6] Clarence A. Schoenfeld, The University and Its Publics (New York: Harper and Brothers, 1954), pp. 2-3.

[7] Herbert M. Baus, Public Relations At Work (New York: Harper and Brothers, 1948), p. 3.

Adhering to that interpretation of public relations, many schools base their public relations programs entirely on publicity. A well informed public, it is believed, is a cooperative public, and a cooperative public will support the needs of the school.

Some authorities caution that publicity can be harmful to the institution if it is allowed to completely dominate the public relations program. "A program which is permitted to sink to the level of publicity alone is hardly deserving of the name public relations."[8]

Such a basic philosophy of public relations narrows the scope, and thus the opportunities of the total public relations program. For such a philosophy considers only one direction in the flow of public relations, that of focusing attention on the school and its needs, accomplishments, and projected aspirations. Nothing is considered of the needs of the community, or the many publics that comprise the school community.

In describing the broader scope of public relations, Stewart Harral, author and former president of American College Public Relations Association, has stated that public relations seeks to bring about a harmony of understanding between any group and the public it serves and upon whose good will it depends.[9] Harmony of understanding, in the case of school public relations involves far more than publicity or interpretation. It means genuine cooperation in planning and working, with the public giving as well as receiving ideas. It becomes a two-way process, a two-way flow of ideas between school and community which provides the basis for mutual understanding and effective teamwork.[10]

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[8] Rex F. Harlow and Marvin M. Black, Practical Public Relations (New York: Harper and Brothers, 1947), p. 52.

[9] Stewart Harral, Public Relations For Churches (New York: Abingdon-Cokesbury Press, 1945), p. 7.

Edmund J. Gleazer, Jr., Executive Director of the American Association of Junior Colleges, has analyzed further the single function and dual function types of public relations.

> Very often public relations is thought of as a one-way street. A definition included in a Junior College Journal article a few years ago illustrates this point. "College public relations is the phase of administration which is concerned with giving information about the college. Its aim is to keep the people informed concerning the philosophy, purposes, accomplishments, present condition and needs of the college."
>
> This is one function of public relations; however, public relations is a two-way proposition and must include the research function in order to determine community needs, as well as the service function and dissemination of information.[11]

Reiterating the same interpretation, Edward L. Bernays, a pioneer in the field of public relations, has stated:

> Public relations is not a one-way street in which leadership manipulates the public and public opinion. It is a two-way street in which leadership and the public find integration with each other and in which objectives and goals are predicated on a coincidence of public and private interests.[12]

An unfavorable connotation of the term "publicity" is that "it often suggests aims and procedures such as advertising, press agentry, propaganda, and putting the best foot forward. To sell something is frequently regarded as the basic purpose of publicity."[13] To this view, Gleazer has expressed the following:

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[10] Public Relations For America's Schools Twenty-eighth Yearbook, American Association of School Administrators, (Washington, D. C.: National Education Association, 1952), p. 13.

[11] Edmund J. Gleazer, Jr., "Public Relations Is a Two-Way Street," Junior College Journal, November, 1956, Vol. 27, p. 123.

[12] Edward L. Bernays, Public Relations (Norman: University of Oklahoma Press, 1952), p. 83.

> Over and above all we must be convinced that good public relations does not mean selling the schools to the public. The schools are not the educator's to sell . . . Together we must work to help our schools meet the demands of a society in a constant state of change . . .
>
> A college "sends its roots deep" when it becomes alert to the needs of its communities and finds ways of putting its resources to work to meet those needs.[14]

The place of publicity in the field of public relations is discussed by Reck in his manual on College Publicity.

> It should be evident that publicity, as information which affects prestige, is a major tool of public relations. It should be evident also that public relations is much broader than publicity. The policies of an institution, the attitudes of its faculty and the behavior of its students, for instance, may be public relations of the best -- or the worst -- kind because of the influence they exert on people . . .
>
> Public relations is both the base and the objective of publicity. If the former is good the publicity can be good, and the public relations will grow better. If the former is bad, the publicity will be bad, and the public relations will grow worse.
>
> In summary, public relations seeks to determine the policies and provide the activities which will make constructive publicity possible, while publicity endeavors to give the college's publics the information necessary to maintain opinion which is intelligent, informed, and favorable.[15]

It is evident that, although publicity, through the use of all the tools and media of communication, plays a leading role in the everyday drama of public relations, it does not comprise the total aspects of public relations. Repeating Reck's broad interpretation pf public relations as "the sum total of all the impressions made by the institution itself and the various persons connected with it,"[16] Benjamin Fine describes public relations as:

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[13] Reeder, op. cit., p. 1.

[14] Gleazer, op. cit.

[15] W. Emerson Reck, College Publicity Manual (New York: Harper and Brothers, 1948), pp. 2-3.

> . . . more than a set of rules -- it is a broad concept. It is the entire body of relationships that go to make up our impressions of an individual, an organization, or an idea. In building good public relations we must be aware of all the forces, drives, emotions and conflicting and contradicting factors that are part of our social life and civilization.[17]

Summarizing the relational aspects of publicity with public relations is a quotation of homely quality: "What you do speaks so loud we can't hear a word you say." Another way of saying, "Actions speak louder than words."

The "Publics of Public Relations

To fully perceive the scope of the public relations of an institution, the many and far-reaching publics with which the institution is related must be considered. Who these publics are and the role they play is the subject of discussion of numerous authors.

One writer categorizes the important publics of the college under five groupings. "Each is of great importance in the public information program, and none of them should be overlooked. They are: (1) Members of the board of education or board of trustees; (2) School employees; (3) Students; (4) Parents; (5) The general public."[18]

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[16] W. Emerson Reck, Public Relations, A Program for Colleges and Universities (New York: Harper and Brothers, 1946), p. 8.

[17] Benjamin Fine, Educational Publicity (New York: Harper and Brothers, 1943), pp. 255-256.

[18] Thomas A. Blakely, "An Adequate Public Relations Program for a Public Junior College," Junior College Journal, April 1954, Vol. 24, p. 485.

Concerning the fifth grouping by the foregoing author, the term "general public" is an abstract term; or as another author has indicated, "a statistical concept only." There is no one general public as a single integrated body. "There is virtually an infinite number of publics, each one to be identified with the situation or problem which is common to the individuals whose interests and welfare are comingled therein."[19]

"An individual can and does belong to a long list of publics at one and the same time, groups that represent his political, religious, social, and economic beliefs and activities."[20]

Communication of public relations should be in terms of communicating with individuals as individual publics. It should be considered also that the individual publics consist of individuals, subject to the motivations of self-interest. Thus, as one author has expressed, "The focus of the college's appeal to the various publics is the self interest of every individual in a strong educational system, plus the special appeals to the common interests of the individual groups."[21]

In contrast to the five groups of publics including one group for general public, there are literally hundreds of ways of grouping a college's publics. Reck has stressed the importance of thirty different publics, and their influence on a college's standing.[22] For the purpose of identifying publics and determining priorities, one grouping considered internal publics and external publics according to the following:

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[19] Public Relations for America's Schools, op. cit., p. 15.

[20] C. A. Schoenfeld, op. cit., p. 171.

[21] Alexander Streloff, Guide to Public Relations for Junior Colleges (Chicago: South-Western Publishing Company, 1961), p. 7.

[22] Emerson Reck, Public Relations, loc. cit., pp. 37-44.

Internal publics consist of,

Board of Trustees
Administrative staff
Instructors, day and night divisions
Students, full time, part time, and adult
Classified personnel
Part time employees
Parents, families of students
Faculty wives and children
Alumni
Retired faculty

External publics comprise

High school faculties
High school students and families
High school PTA's
Four-year college faculties and students
Community neighbors
Civic and service groups
Business, farm, and industrial associations
Labor unions
Major business and industrial firms
State, city, and county government
Editors, reporters, and broadcasting station managers
Church organizations
Youth clubs
Veterans organizations
Political parties
Spectators at athletic events
Audiences at concerts and lectures
Ethnic groups
Professionals[23]

The importance of priorities is reflected in the development of a public relations program, as outlined by the same author:

> Seek out the intellectually active publics who already are discussing education. Give special attention to hostile groups who are active sources of public misunderstanding . . . Develop

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[22] Emerson Reck, Public Relations, loc. cit., pp. 37-44.

> your own greatest sources of support and strengthen your closest allies through an even greater development of their understanding and enthusiasm. Initially, your information program will be devoted principally to your internal publics; faculty and students and their families, the alumni and the Board of Trustees.
>
> Next develop those groups and individuals who directly influence the opinions of many others: editors and reporters, high school faculties, four-year college faculties and students; groups and individuals who are recognized as community leaders.[24]

The significance of identifying an institution's many publics is pointed out by Jesse P. Bogue, noted and revered leader in the junior college movement, and former Executive Secretary of the American Association of Junior Colleges. Paraphrasing the Biblical quotation, "No man lives to himself and no man dies to himself," Bogue, by orienting this principle to college public relations, gives the following:

> No college lives to itself and no college dies to itself. We are all bounded by contiguous territories of many publics and many relationships. . . Good public relations is based on a full recognition of the far-reaching publics every junior college has.[25]

The character and nature of publics differ according to the type of college. The emphasis of public relations functions is naturally determined by the constituencies, whether the localized publics of a community college or the far-ranging publics of other type junior colleges. But all types of colleges have relationships with the communities in which they lie and with a constituency that reaches beyond the bounds of the local community.[26]

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[24] Ibid.

[25] Jesse P. Bogue, "The Functions of Good Public Relations in Junior Colleges," Junior College Journal, December, 1957, Vol. 28, p. 223.

[26] Ibid.

To illustrate the relationship of just a few of a school's conterminous publics, Bogue has similated the pattern to a series of concentric circles. The success or failure of an institution being accredited to the chief administrator, he stands in the center. Immediately adjacent is the board of control of the college. The next important public comprises the faculty family, followed by the student family and their parents. Removed just a little is the circle of contributors, in the case of a private college; taxpayers, in the case of a public college. For the denominational colleges there are the churches and religious leaders. Alumni and former students form the next circle. This is bordered by a public of increasing importance, the business and industrial concerns interested in the products of the college. With respect to gearing the school's products to meet the growing demands of business and industry, many schools have within this circle, the business and industrial advisory committees. An influencing factor in the circles of publics comprises the senior colleges and universities whose influence carry much weight. Although further removed, but none the less important, are the publics comprising professional associations, accrediting associations, and collegiate commissions. "Within all of these are publics which must be recognized, understood, and appreciated and with which the college will be wise to cooperate."[27]

Regardless of how publics are grouped; regardless of the size, system of control, purpose and degree of organization of the publics, the success and very life blood of a college is governed by the support of that institution's publics.

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[27] Ibid., pp. 223-224.

II. DEVELOPMENT OF THE JUNIOR COLLEGE AND ITS PUBLIC RELATIONS

Although the junior college movement is essentially a phenomenon of the twentieth century, its roots go back well into the middle of the nineteenth century. There is a discrepancy among students of the movement as to who should have the singular honor of instigating such a movement. It is generally conceded that William Rainey Harper, President of the University of Chicago, through his educational reforms and university reorganization, was the first to use both the term and the concept of a "junior college." As the first step in a long range plan to eventually eliminate the lower division of his university, in 1892 Harper divided the university into an upper or "university college," and the lower or "academic college." Four years later, these terms were changed to "senior college" and "junior college," with the latter conferring an "associate in arts" degree.[28]

Going back to an earlier period, however, the idea of segregating the lower college level from the upper was conceived in the inaugural address of Henry P. Tappan, President of the University of Michigan, in 1852. He suggested the advisability of transferring to the high schools that part of the work of the university which he considered secondary.

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[28] Tyrus Hillway, The American Two-Year College (New York: Harper and Brothers, 1958), pp. 36-37.

Walter Crosby Eells, The Junior College (Boston: Houghton-Mifflin Company, 1931), p. 47.

Walter Crosby Eells, American Junior Colleges (Washington, D. C.: American Council on Education, 1941), p. 11.

In 1869, a similar premise was expressed in the inaugural address of W. W. Folwell, President of the University of Minnesota. He suggested the desirability of transferring the "body of work for the first two years in our ordinary American colleges" to the secondary schools.[29]

The following half century witnessed the efforts of numerous university administrators to segregate the lower and upper division work. None, however, had any permanent effect. Never the less, the importance of this period lies in the very convictions of these early educators, indicating an awareness of the need to differentiate between the lower and upper divisions.

In addition to the conception of the junior college by the segregation of the lower division, Harper proposed two other methods by which the junior college could be developed. First, strong high schools and academies could extend their offerings into the thirteenth and fourteenth year. Second, the weak four-year colleges could drop their upper division and concentrate on a strong lower division. The first such high school to accept Harper's challenge was the Joliet High School in Illinois, now the Joliet Junior College, and designated as the first junior college organized under public control. In 1897, five years earlier than the Joliet movement, Decatur Baptist College in Texas opened a two-year program under denominational control and is thus designated as being the first private junior college.[30]

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[29] W. C. Eells, American Junior Colleges, p. 10.

Walter Eells has described the development of the junior college movement under four phases, according to the method by which the junior college has come into existence. The first, and that expounded by Harper, was termed "the University Amputation," cutting off the lower division to concentrate on the upper. The second, suggested even earlier by Tappan, was termed "the High School Elongation." Extending the high school curriculum to cover the work of the university lower division. The third method described by Eells and proposed originally by Harper as part of his educational platform, was "College Decapitation," elimination of the advanced university work to concentrate on a strong two-year program. The fourth, and modern way of meeting the growing educational needs, is termed "Independent Creation." This is the development of an entirely new educational unit, designed to give true college education, higher than the restriction of the high school, but somewhat lower than the scholarly specialization of the university.[31]

Role of the Junior College in American Education

Although the full role of the junior college in American education did not come into full focus until later years, its place in the total picture was formulated by Harper in his decennial presidential report in 1902. A summary of his arguments in favor of the junior college still remains as the basis upon which its present day role is founded.

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[30] Tyrus Hillway, op. cit., p. 39.

[31] W. C. Eells, American Junior Colleges, pp. 10-17.

> (1) Many students will find it convenient to give up college at the end of the sophomore year; (2) many students who would not otherwise do so will undertake at least two years of college work; (3) the professional schools will be able to raise their standards for admission, and in many cases, many who desire a professional education will take the first two years of college work; (4) many academies and high schools will be encouraged to develop higher work; (5) many colleges which have not the means to do the work of the junior and senior year will be satisfied under this arrangement of do the lower work.[32]

The same principles have been paraphrased to interpret the modern day role of the junior college.

> (1) The end of the sophomore year is a convenient point for many students to terminate their college careers; (2) some students who do not wish to undertake four years of collegiate instruction may be willing to attempt the two-year programs; (3) as larger numbers of students can be persuaded to take two more years of schooling after high school, the standards of the professional schools, such as those for medicine and law, may be raised by requiring longer preprogressional study before admission; (4) if high schools and academies add the junior college unit and if some colleges reduce their programs from four years to two, greater economy in the financing of higher education will result; and (5) with opportunities for education beyond the twelfth grade made locally available, students may contique to live at home until greater maturity has been reached.[33]

Evidence of the expanding role of the junior college is found in the recommendation of the President's Commission on Higher Education in 1947. This commission recommended the expansion of junior colleges to meet the needs and demands of college-age youths. President Eisenhower expressed the same opinion in a message six years later. He stated,

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[32] W. C. Eells, The Junior College, pp. 47-48.

[33] Tyrus Hillway, op. cit., p. 38.

"I firmly believe that more extensive education than that obtained in high schools must be brought to every community and every locality in such a way that every young person, regardless of his means or lack of means, can go to school for a minimum of two additional years."

Let it not be thought, however, that the financial and democratic implications are the sole reasons for the existence and growth of the junior college. Leland Medsker has summarized the existence of junior colleges on five points. (1) The economical aspect, the cost is relatively low, and in some cases tuition-free. (2) The standards of admission are somewhat lower. Regardless of previous academic record, most high school graduates are admitted. (3) The curriculum and objectives are broad enough to provide terminal as well as transfer educational offerings. (4) Remedial classes to provide for academic deficiencies are usually provided. (5) Emphasis is placed on guidance and counseling for students who are yet undecided in educational and vocational plans.[34]

Almost parallel to Medsker's five points are the six characteristics of a community college, listed by another writer, indicating also the significant role of the junior college in American higher education. While these are specifically characteristics of community colleges, they could essentially be characteristics of most junior colleges. They are: (1) Educational opportunities are available to all individuals. (2) The community college is in harmony with the tradition of local control and civic responsibility. (3) The educational opportunities are either free or financially reasonable enough for a large portion of the people. (4) The college is geographically the main center and therefore accessible for community as well as school activities. (5) Educational programs range from "short courses" to professional undergraduate curriculum. (6) Offerings vary according to needs of the community. They include: (a) terminal education, (b) adult education, (c) pre-professional, (d) student personnel services, and (e) community service and development.[35]

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[34] Leland L. Medsker, "Let's Take a New Look at the Junior College Picture," NEA Journal, December 1958, p. 629.

When questioned as to the aims of the three branches of the Chicago City Junior College, Harold C. Hunt, Superintendent of the College, listed them as follows:

> 1. To develop in all students social intelligence, responsibility, and personal culture through knowledge of themselves, of the world in which they live, of their relations to that world, and of the life of man -- intellectural, artistic, spiritual.
> 2. To provide the first two years of training for students who expect to complete a four-year college education.
> 3. To provide pre-professional training for students who expect to continue their education by pursuing professional curriculums in higher institutions of learning.
> 4. To provide semi-professional training for students who expect to enter the commercial and industrial world.[36]

In virtually any junior college catalog today, these same functions and objectives will be found listed as the basic educational philosophy.

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[35] John B. Barnes, "Community Colleges Newest Obligation," Junior College Journal, January 1958, Vol. 28, p. 247.

[36] John J. Neumaier, "The Functions of the Junior College," Junior College Journal, February 1957, Vol. 27, p. 334.

Need of Public Relations in the Junior College

In view of the rapid growth of the junior college movement, public understanding and acceptance has not always kept pace. In many instances there are indications that even among educators there is considerable difference of opinion about the functions and role of the junior college. Frequently such interpretations deny that junior colleges deserve recognition as institutions of higher learning. Because junior colleges of the past were frequently identified with high schools, they are often thought of today as part of the secondary, rather than higher education. As Medsker has stated, "Sometimes critics of the junior college say it is just a glorified high school, or, 'nothing but a trade school.' Still others contend that its credits are not transferable."[37] The President of the American Association of Junior Colleges, Henry Littlefield, has described one of the main issues of misunderstanding of the true role and total significance of junior colleges.

> There has been an overemphasis on the local characteristics of individual institutions that has resulted in a kind of provincialism which has tended to cramp public understanding of the heterogeneity and complexity of the junior and community college movement.[38]

The seriousness of such misunderstanding is the threat to "that segment of American higher education which comprises one-third of all collegiate institutions and which enrolls in excess of 900,000 men and women."[39]

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[37] Leland Medsker, op. cit., p. 630.

[38] Henry W. Littlefield, "On Increasing Understanding of Junior Colleges," Junior College Journal, December 1960, Vol. 31, p. 181.

[39] Ibid.

Much has been done to eradicate public misunderstanding, both through the direct efforts of the junior college and indirectly through the fruits of its students. As has been indicated by countless authorities and educators, the most significant public relations media of any school are the successful and well satisfied students. As Medsker has affirmed, "Obviously the reputation which the junior colleges of the country have made for themselves, the good record made by many students transferring from junior college to senior college, and the rapidly increasing number of successful men and women who got their start in such an institution speak for themselves."[40]

Much has been done to help the American people understand and know the role of the junior college. But with its increasingly prominent role, it is essential that the full scope, the basic philosophy, the objectives, the uniqueness to meet those objectives, and the unlimited potentials of the junior college be clearly and concisely interpreted to the American public. To do this, requires the highest level in public relations. "The responsibility involves much more than a concerted public relations campaign with all its attendant publicity aimed at gaining converts and support for the junior college movement. It is essential that the unique characteristics of the college be clearly and concisely set forth."[41]

Not only is it necessary for the faculty and staff of the junior college to know the full significance of the junior college movement, and what it really constitutes, but students also should be equally informed. Littlefield suggests in his article, "On Increasing Understanding of Junior Colleges,"[42] that all faculty and staff members become familiar with the characteristics of the whole junior college movement as well as the particular objectives and functions of their own institution. He stresses also the rich source for better understanding in the students. Freshman orientation periods and certain subject areas provide golden opportunities for familiarizing students with the full significance of the junior college movement as well as the significance of the institution. Quoting Littlefield, "Within our own institutions there is available in the faculty and students an almost unlimited reservoir for disseminating the story."[43]

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[40] Leland Medsker, op. cit., p. 630.

[41] Henry W. Littlefield, op. cit., p. 182.

Gleazer expressed the same need of public understanding in his discussion of the junior college future.

> We have felt keenly the need for wider public understanding and for the growing support of a moral and financial nature. There is no finer way to promote understanding and consequent support than through a study of objectives which involves the constituency of a college -- teachers, administrators, students, board members, alumni, and citizens. This is the highest level of public relations.[44]

Public relations then is one of the most vital cogs in the junior college mechanism. Not the flamboyant, superficial publicity that is often mistaken for public relations, but true public relations in the finest sense of the word; public relations that are expressed in quality integrity and sincerity.

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[42] Ibid.

[43] Ibid.

[44] Edmund J. Gleazer, Jr., "The Junior College -- Bigger! Better?" Junior College Journal, May 1958, Vol. 28, p. 485.

Public Relations Movement in Junior Colleges

The concept of public relations has not always been recognized and accepted with the same degree of importance in the junior college field that it is today. Like the coming of age of the junior college movement itself, public relations activities to promote favorable rapport followed a gradual pattern. Finding its place in the junior college world, however, was a much slower process. Like its senior institutions, the earliest directed public relations efforts were in the form of publicity. Even these efforts were almost nonexistent in the earliest "Preparatory" and "Formative" periods, (1850 to 1900 and 1900 to 1920 respectively.) Not until the period of "Diversification," (1920 to 1940), did the concept of community service and information emerge.

Whereas publicity was still in its infancy on the junior college campus, the period from 1920 to 1929 saw the general recognition of the value of public relations in higher education. Early indications of this are found in the organization of the American College Public Relations Association.

> The history of the American College Public Relations Association dates back to April 6, 1917, with the organization of the American Association of College News Bureau. Earlier a bit of college publicity was attempted by teachers of journalism. Later, as colleges devoted more recognition to publicity, the directors of their news bureaus saw value in organizing for the purpose of exchanging ideas.[45]

Dedicated to "raising the standards of college publicity and the interpretation of education," the Association comprised 135 member college and university news bureaus by 1929. The name of the Association was changed to American College Publicity Association, and remained such until 1946, at which time it became known as the American College Public Relations Association.[46]

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[45] Prospectus of the American College Public Relations Association, (Washington D. C.: American College Public Relations Association, 1950), p. 2.

In his study in 1937 of "College Publicity in the United States," Benjamin Fine made a survey of college and university publicity bureaus. In this he states:

> Many college publicity bureaus exist as informal organizations on the campus. Frequently they were founded on a temporary basis to raise money for buildings or create an endowment fund, and then remained as a permanent function of the college.
>
> The development of publicity bureaus got seriously underway at the turn of the century. Large private institutions were the first to adopt this type of activity; public colleges in time followed in the development; and lagging considerably behind, the denominational colleges finally fell in line.
>
> The rate at which these bureaus were extended increased almost immediately following the war, but the most growth had been in the last decade. (1927-1937). In the sample of colleges included in this study, more than four-fifths now have some sort of publicity bureau.[47]

In contrast to the above findings relative to four year colleges and universities, an earlier study of forty-six junior colleges by Carpenter and Carter[48] indicated the extent of public relations activities in these institutions. As yet, public relations was primarily in the field of publicity, and while that medium was used almost universally, the responsibility of publicity was included in the duties of the deans or administrators in 85 per cent of the institutions. The remaining institutions assigned this duty specifically to some member of the faculty, usually in the department of journalism.

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[46] Ibid.

[47] Benjamin Fine, College Publicity in the United States, Contributions to Education, Number 832 (New York: Teachers College, Columbia University, 1941), pp. 31-32.

[48] W. W. Carpenter and Alexander Carter, "Means for School Publicity Utilized by Public Junior Colleges," Peabody Journal of Education, November 1930, Vol. 8, pp. 165-171.

It was revealed in this study that the chief direction of public relations was publicity for school activities and school policies. The local newspaper was the universal vehicle for such publicity. A large per cent of the deans gave their services as speakers for civic organizations. Relatively few used the medium of radio. Other media listed in the Carpenter study included posters, theater slides, and parades. Earliest indications of a formal and organized "Open House" were found. One administrator used the open-house program method to interest and inform the public of his junior college. Although adult education had not yet taken its place academically, informal lectures, public forums and discussion groups were conducted. As the full scope of public relations with its implications of community integration, had not yet been realized, such activities were not considered in the publicity aspects of the junior college.

There was little coordination of publicity work comparable to the publicity bureaus of the higher institutions at this time. Never the less, there was developing an awareness of the need of some coordination.

When, in 1929, the Junior College Journal, instrument of the American Association of Junior Colleges, requested that each junior college administrator throughout the country appoint a correspondent for the new Journal, 47 per cent of the administrators acted in this capacity themselves, while 53 per cent appointed some other member of the faculty.[49] In most cases the person so appointed was usually designated as "Director of Publicity," a title which has remained in many cases though the concept of publicity has broadened.

In W. C. Eell's authoritative work on junior colleges published thirty years ago,[50] he recognized the implication and importance of other factors of public relations other than the specific methods of publicity. As the outstanding and most popular method of publicity, he listed the college catalogues, view books, newspaper reports, radio programs, advertising in church and secular journals, periodicals, and student publications. Of these, one of the most important and far-reaching is the college catalogue. But more important even than the catalogue, or any other similar medium, is the college family. "Every student, and every member of the faculty, is a more or less conscious publicity agent for the institution."[51]

During the decade preceding World War II the term "public relations" came into gradual usage, although the concept was still primarily publicity. A basic reference in school public relations was published in 1937, the work of a widely acclaimed educator and author, Ward G. Reeder.[52] A very complete and authoritative work, it covers with completeness the numerous aspects of publicity, information, and even interpretation. It omits, however, the all important aspect of community service and integration. This is reflective of the trend of public relations in education during that period. Emphasis on publicity during that period is further verified by the study of Fine, as well as other writings of the pre-war era.

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[49] W. C. Eells, The Junior College, p. 385.

[50] *Ibid.*, pp. 582-583.

[51] *Ibid.*, p. 582.

[52] Ward G. Reeder, *op. cit.*, pp. 1-2.

The year 1946 marked new impetus not only on the junior college role itself, but upon public relations in colleges and universities, junior colleges inclusive. It was in that year that the American College Public Relations Association officially assumed its present name. Recognition of the significance of public relations in higher education is indicated in the abundance of literature published at that time. Two outstanding works of that year, one already mentioned, are W. Emerson Reck's Public Relations, A Program for Colleges and Universities; the other Christopher Edgar Persons' Public Relations for Colleges and Universities.

Evidence of the progress and advancement of the place of public relations in higher education is expressed by Herbert Baus:

> Many colleges and universities have in the past capitalized upon their many advantages for obtaining publicity. In recent years such institutions have been inclined to place less emphasis upon publicity volume while devoting more serious attention to policy and to public relations work designed to win the understanding and good will of various publics.[53]

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[53] Herbert M. Baus, op. cit., p. 17.

III. EXTENT OF PUBLIC RELATIONS PROGRAMS IN JUNIOR COLLEGES

While universities and senior colleges have been making rapid strides in the advancement of public relations, the literature and studies pertaining to junior colleges indicate that there still remains a lag between awareness and action in the important role of public relations.

The Clarke Study

A very inclusive study made by James F. Clarke in 1951,[54] indicated that of 236 junior colleges responding to a survey, only 119, barely half, had an administrative officer specifically assigned to public relations. These included also the many administrators, deans of men or women, business managers, and others who had additional responsibilities. As to the functional aspect of public relations, the area of publicity was still the man, and in many cases the sole public relations function. According to the findings of the study, of the 236 respondents, 139 junior colleges indicated publicity as their number one activity.

An area relatively new in public relations was new-student promotion. This ranked second in Clarke's survey, with 113 of the 236 junior colleges indicating the importance of this area.

In contrast to the seven media of publicity listed by Eells in 1931, the study by Clarke two decades later listed in the order of importance: publicity, new-student promotion, publications, advertising, alumni relations, radio and T.V. programming, and fund raising. An interesting revelation of the study was the relatively few junior colleges holding membership in the American College Public Relations Association. Of the 236 responding colleges, only thirty-five were member colleges of ACPRA, an indication of the need of expansion of this kind of professional advancement.

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[54] James F. Clarke, "Junior College Public Relations -- A Survey," School and Society, August 18, 1951, Vol. 74, pp. 104-107.

Clarke's study, in summary, indicates an awareness of the need and an appreciation of public relation among junior colleges. It indicates also, however, the limited number of colleges, only about one third, which have any concerted effort in a program of public relations.

American College Public Relations Association Study

In 1953, the American College Public Relations Association made a study of the organization of public relations programs in American colleges and universities. The findings of the ACPRA study are in sharp contrast to the Clarke study of two years earlier. They may be summarized as follows:

> 1. In over three-fourths of the survey samples, public relations is a recognized function under full time staff direction.
> 2. Organizationally the person in charge of public relations tends to be in a position comparable to the higher academic ranks rather than lower.
> 3. The yearly salaries paid to top public relations people range widely, with the majority falling in the $7500, and less area.
> 4. In about half the schools surveyed, public relations is organizationally combined with fund-raising and development.
> 5. Colleges today want experienced people with broad educational background for public relations position.[55]

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[55] *The Organization of Public Relations in American Colleges and Universities*, (Washington D. C.: ACPRA, April 1953), pp. 4-10.

The Harlacher Study

One of the leading states in the advancement of public higher education is California, and as such, is also a leader in the development and organization of public relations in junior colleges. Familiar with public relations problems peculiar to a two-year institution, California has led out in research as well as literature in this field. A very enlightened survey of public relations in California junior colleges was conducted and reported by Ervin L. Harlacher in 1958. In this he states:

> While a majority of colleges still limit their public relations activities to publicity, giving these duties to a journalism instructor on top of a lighter teaching load, a trend toward better organized and more comprehensive program can be seen. Today more than a dozen junior colleges in California list public relations directors among the administrators in their college catalog. In almost every case, these officials are directly responsible to the president, and about half of them are paid on an administrative salary schedule and teach no classes.[56]

One of the significant factors revealed in this study is the degree to which publicity is still emphasized. While the public relations programs varied, as did the duties of the public relations official, the activities are those primarily concerning publications and other variations of publicity.

Current Studies

Two very recent studies completed this past year on junior college public relations were conducted by Henry T. Tyler, Executive Secretary,

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[56] Ervin L. Harlacher, "Public Relations in the Junior Colleges of California," Junior College Journal, Sep. 1958, Vol. 29, pp. 34-39.

California Junior College Association, and Bill G. Rainey, Murray State College, Oklahoma. The first was a study of "Public Relations Problems, Activities, and Needs of California Junior Colleges." The findings of this survey formed part of the basis of the Guide to Public Relations for Junior Colleges,[57] a most concise and informative guide to junior college public relations. As this handbook has just been released, a summary of its contents indicates the present awareness and status of public relations in the junior colleges of California. It must be remembered that California, with its soundly organized system of junior colleges is not necessarily like other states. Nor would the problems of these institutions necessarily be similar. While the Guide to Public Relations was written by and for California junior colleges, it is sufficiently flexible to be applied in junior colleges of other states. The problem that motivated the study, and hence the publication of the Guide, is the belief that there is still much misunderstanding concerning junior colleges. This problem certainly is not isolated to California. To determine what was being done in the area of public relations, and thus to eliminate such misunderstanding, questions were asked relative to the organization of a planned public relations program; cost in time and money of the public relations program; wherein lies the responsibility for public relations; other public relations staff members; the major public relations problems; and evaluation of community opinion.[58]

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[57] Alexander Streloff, op. cit., p. 33.

[58] Henry T. Tyler, Executive Secretary, California Junior College Association, Personal letter dated April 14, 1961; Questionnaire on "Public Relations Problems, Activities, and Needs of California Junior Colleges."

From the survey, the need of clearer understanding in the following areas was conclusive. First, a mutual agreement of the meaning and extent of public relations, and why it is needed. Second, a consideration of the people involved in public relations; the coordinator, the public relations committee; the various publics. Third, a starting point and directional plan. Determining the goals and objectives, and how to reach them. Fourth, the organizational plan and facilities needed to accomplish the objectives. Fifth, the seven areas of opportunity for public relations activities. These include administration, instruction, faculty, students, classified non-certificated personnel, college events, and community services. In addition to the possible opportunities for public relations, the sixth major area covered the tools and techniques of communication. Seventh, the background and training required for public relations work. Eighth, the place and necessity of evaluation and revision in public relations.

In summarizing, the study and resultant findings indicate a broader interpretation of public relations in junior colleges than have been found in any previous period of its history. There appears to be more emphasis on coordination and organization in public relations than previously. Whereas public relations was concerned primarily with publicity and the tools of this medium, for the first time, the many direct and indirect channels of public relations, or as the Guide has termed it, "the areas of opportunities" are given primary consideration. The concept of the "two-way street" is coming into actuality, not merely for the purpose of directing information and communication in two directions, but services and benefits from community integration.

The "Survey of Public Relations Activities in Sixty-six Junior Colleges," was conducted only this past year, and has not yet been published.[59] The author, Bill G. Rainey, was kind enough to share his findings, and thus substantiate the present trend of of public relations activities and the total public relations picture in junior colleges.

In striking contrast to the emphasis on publicity, this study listed forty-two items, public relations devices, employing all facets of the junior college program to promote good public relations. The following nine devices, listed in the order of importance, were used by over 75 per cent of the colleges studied:

1. Participation of faculty in civic affairs.
2. High academic standards.
3. Extra-curricular activities, (other than athletics.)
4. College publications.
5. Accreditation by regional and subject field organizations.
6. Academic honors of students and faculty.
7. Reasonable fees, tuition, living expenses.
8. Counseling and guidance service for all students.
9. Small classes, individualized instruction.[60]

Commenting on the findings of this survey, Rainey has focused attention on the two-way street of community service. Participation of faculty in civic affairs has been recognized for its reciprocal benefits by 89.5 per cent of the colleges under study. Commenting further, he states:

> High academic standards are being publicized in an apparent attempt to change the widely held opinion that junior college standards are somewhat lower than university or senior college standards.[61]

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[59] Bill G. Rainey, "A Survey of Public Relations Activities in Sixty-six Selected Junior Colleges, 1960." Unpublished Report, Murray State College, Tishomingo, Oklahoma, 1961.

[60] Ibid., p. 4.

[61] Ibid., p. 7.

Whereas athletics seems to be the prime subject for much college publicity, the responses of the college presidents to this survey indicated:

> that there is a modest attempt to de-emphasize athletics -- at least as a public relations device -- in favor of more publicity for academic standards, counseling, reasonable fees, student and faculty achievements, and other things more directly related to education.
>
> There seems to be an increase in college publications, particularly the news letter . . . It is believed by the writer that a news letter published monthly during the school year and distributed freely can be of immeasurable value as a public relations device.[62]

Determining the trend in organization of public relations, the survey indicated that sixty-one per cent of the sixty-six colleges under study, employ a public relations officer, either full or part time. Over half of the public relations officers are part time in that capacity, while an almost equal number of colleges still remain with no specified public relations official.

Public relations in junior colleges is coming into its own, being recognized not only by its own people, but by university and colleges as well. In recognition of the place of junior college public relations, junior colleges are now recognized members of the American College Public Relations Association. In further recognition of its progress, for the first time in the history of the American College Public Relations Association, the junior college will be heard on a national level, two sessions having been set aside for junior college public relations at its 1961 convention.[63]

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[63] Bernard A. Streeter, Jr., Personal letter dated April 26, 1961.

IV. BASIC PRINCIPLES AND FUNCTIONS OF PUBLIC RELATIONS

Just as there is a wide diversification in defining educational public relations, so there is also in interpreting the basic principles and functions. Just as the basic philosophy will differ, so also will the basic principles and functions differ. A public relations program founded on the philosophy of publicity and educational interpretation will emphasize the standards of publicity as the basic principles The broader interpretation of public relations as being the all-inclusive relationship of the college with its many publics, will cover a broader scope of functions, and somewhat variance of basic principles.

Regardless, however, of the philosophy upon which a public relations program is based, there is one great principle to be considered above all other: the soundness and quality of the institution, its basic policies, practices, and offerings. For without quality of product all efforts of establishing an effective public relationship would be futile. As Schoenfeld has stated, "Of the public relations man, the nimblest of them all cannot attract public support if the basic policies and practices of his institution are not such that public support can be built upon them."[64]

The essence of public relations does not so much pertain to aspects of the public relations or publicity activities. It pertains to the total institutional operation. This is the essence and basis of public relations:

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[64] Clarence Schoenfeld, op. cit., p. 2.

> 1. Improved public relations is needed as never before if our schools are to continue to merit and receive adequate support.
> 2. Public relations correctly conceived is no bag of publicity tricks; it is inextricably linked with sound administration in all its aspects.
> 3. Public relations is not the job of a single individual; every contact between the university and its constituency is an episode in the complex flow of institutional relationship.[65]

The logical sequence of public relations as an outgrowth of publicity has resulted in the basic principles of both being somewhat coterminous. Whether publicity is interpreted as the total public relations function, or a phase of public relations, the standards of publicity remain equally significant. Good public relations is positive. Hence the interpretive, or publicity phase of public relations is not a cover-up for poorly conceived and badly executed acts. Interpretation does not aim to conceal or compensate for short-sighted policies or impulsive acts. Interpretation, hence publicity, is a straightforward presentation of wise and significant planning and accomplishment.[66]

The standards for college publicity have been formulated by Reck in his manual of college publicity.[67] In this he has listed the following as the key standards of publicity:

1. Responsibility.-- This indicated a responsibility to the publics and the media of communication as well as to the institution. Publicized releases should be from the standpoint of those who desire to be informed, not from the standpoint of who is trying to make the impression.

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[65] *Ibid.*, p. 3.

[66] Emerson Reck, *College Publicity*, p. 232.

[67] *Ibid.*, pp. 234-237.

2. Sincerity.-- It is impossible to interpret honestly by withholding facts. Unfavorable incidents receive the same coverage cooperation as favorable incidents. All relationships should be marked with good faith, honesty and honor.

3. Dignity.-- Higher education is characterized by dignity. Science and academic discussions are therefore interpreted with dignity. Essential meaning, correct interpretation, and long-range significance and effects are more desirable than immediate popularization.

4. Impartiality.-- Time and effort should be in consideration of the whole institution rather than any individual. Faculty and students, departments and divisions should receive equal and impartial consideration, no one to be over-emphasized for the sake of publicity.

5. Accuracy.-- Timeliness and authenticity are the result of careful planning and foresight. Such exactness is a feature necessary for all products of the public relations office.

6. Progressiveness.-- Public relations in higher education must be regular and consistent. Spasmodic publicity does not make for progressive publicity or public relations.

Further analysis of the functions of public relations from the information-interpretation point of view, focuses on the channels of communication through which public relations function.

Recognizing the need for better public relations in the progressive junior college, one author summarized the problem of establishing the better public relations as one of informing the public of newsworthy activities. Regardless of title, the function of public relations, according to this view, is to inform. In harmony with the function of a community college to think in terms of community welfare first, a primary function of the public relations of a college is to "educate and mold favorable public opinion as one progresses rather than to attempt a belated program of thought control when a crisis does appear."[68]

> There is a growing consensus of opinion among junior college administrators that a conscious, day-by-day effort to better relations with the community, if projected upon a map of clearly defined, long range goals, is certain to pay handsome dividends. To think otherwise is to be unrealistic in the face of the role good deeds and their effective communication to the community play.[69]

Although a large segment of junior colleges still limit their public relations activities to publicity, as was reflected in the Harlacher study,[70] there are four basic principles upon which any sound college public relations program is based.

> First, the program must be truthful. To be successful, public relations must be in the public interest. It must "level" with the people in a straightforward and honest way. . .
>
> Second, public relations must be planned on a long-range basis if it is to obtain a favorable climate between the institution and its community, for it does not reap immediate results.
>
> Third, the program must be coninuous. A successful public relations program is not turned off and on.
>
> Fourth, the public relations program must be properly balanced so that each aspect of the college program receives its proper share. Often academic areas play second fiddle at best to extra-curricular activities in news coverage.[71]

Whereas some colleges define their public relations as a function of information and interpretation, others consider a broader scope of objectives. The American College Public Relations Association at its Greenbriar conference has outlined four basic functions as the objectives of the public relations program.[72]

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[68] Charles M. Rodecker, "Building Better Junior College Relations," Junior College Journal, February 1953, Vol. 23, p. 339.

[69] Ibid.

[70] Ervin Harlacher, op. cit., p. 35. [71] Ibid.

1. To assist in establishing the institution's proper image in the public mind, and increasing public awareness of that image. The image of an institution is different from the institution itself; it is the mental pictures conjured in the minds of those aware of the institution, derived from many things -- the activities of a famous alumnus or two, headlines about student escapades, or even the tune of the "Alma Mater." Too many institutions have produced an image of powerful football teams, at the cost of all else.

2. To help the institution to earn understanding, support, and sympathy. Public relations cannot be measured in terms of column inches of favorable newspaper stories, nor numbers of publications distributed. Understanding, support and sympathy are live emotions which move people to action, and must be considered qualitatively.

3. To improve communication within the institution, and between the institution and the community it serves. Effective communication is always a two-way process. The climate of opinion and the nature of public response is as important in the effectiveness of public relations as is the dissemination of information. The process of assessing the college's publics' minds depend upon a keen sensitivity, a salient feature of a college's communication.

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[72] The Advancement of Understanding and Support of Higher Education, American College Public Relations Association Conference Report, (Washington D. C.: ACPRA, 1958), pp. 23-25.

4. To assist in developing good students, a strong teaching staff, and high academic standards; the basic educational program, these are the ultimate objective of not only the institution's public relations program, but the total operation of the institution itself. It is for these things that a favorable image is created; understanding, support, and sympathy solicited; and an effective network of communications established.

The accomplishment of the four major functions of public relations relies upon two basic principles: First, that the public relations man is only the leader. Every individual in the institution is involved with the success or failure of the public relations program. Second, that public relations is a progressive concept and must be steered wisely according to intelligent and constant planning, or it will progress in the wrong direction.

The American College Public Relations Association further clarifies the conditions which are necessary for the function of effective public relations. First, a clear statement of institutional purposes and educational objectives. A clear statement of objectives will make clear not only that the institution seeks advacement of the frontiers of knowledge, but also if it is essentially concerned with a wide variety of students or carefully selected elite. It will help make clear the institution's own concept of its role. Second, a sound product, consisting of a properly educated faculty, an appropriate student body, and adequate facilities. Third, an adequate budget. The cost of public relations must be recognized and accepted as a legitimate part of educational expenses. An effective public relations program will, in the long run, help increase the college's financial support. Fourth, a qualified public relations staff. One of the most conflicting problems in public relations is the background which is considered to qualify a man for college public relations work. Because too often his role is not clearly defined, he is omitted from both academic and journalistic groups. Too often, also, a relatively low status accompanies a low salary, furthering the problem of professionalism in the field of public relations. Thus, the position of public relations personnel must be given professional status if it is to achieve the objectives of the public relations program. Fifth, the organizational chart of educational public relations. In over-all organization, public relations functions are both line and staff. The chief public relations officer of the institution is ultimately the president himself. It is he who reports to and makes requests of the board of trustees; it is he who gets quoted in crises, announces triumphs, and says the appropriate thing at the appropriate time. The line responsibilities, such as the news bureau, speaker's bureau, other areas of public relations obligations are designated to other members of the public relations staff. Where possible, a small internal advisory committee, including both teaching and administrative staff, can be extremely useful. Effective public relations involves the entire college family.[73]

Jesse Bogue, in his discussion of the functions of junior college public relations, has summarized the over-all function: to present to all the college's publics, honestly, factually, consistently and continuously knowledge and understanding of what the college is doing, its needs for what must be done, and development plans to meet those needs. It must be made clear that the services of the college are given in the best interests of the people of the community, the nation, and the world, and not in the interests of an institution.[74]

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[73] Ibid., pp. 26-31.

Specifically, there are five major functions of good public relations listed and analyzed by Bogue.

1. The first and foremost function concerns the product of the school. In education, the product is sound instruction, by highly qualified teachers; student personnel services such as testing guidance, counseling, placement and follow-up; good libraries, studies and shops. The personalities of the chief administrator, the staff and faculty are an important part of the college product. It is a function and responsibility of good public relations to inform the public of the sound quality products of the school. It is a responsibility also to uncover what the public thinks the college is, and thus reinforce or correct the public view.

2. Another public relations function is concerned with the consumer -- the student. Whenever a college can be certain that its student-consumers are satisfied with the product, it has gained an important and valuable asset in good will. Pertinent to the function concerning the student is the follow-up program for both graduates and drop-outs. Investigation into the consumer's views would help greatly in correcting an acknowledged and expensive defect in an institution.

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[74] Jesse P. Bogue, op. cit., p. 228.

3. Effective communication is another function of junior college public relations. In this it is well to follow well-defined practices and secure personnel trained and experienced to do the work. Concerning the status of the public relations personnel, it is recommended in an article quoted by Bogue that the director of public relations functions should have status as a vice-president. Arguments for such recommendation are three-fold: (a) he can speak with knowledge and authority to representatives of the various communications media; (b) he can plan long range public relations policies and campaigns in harmony with the plans and aims of the institution; (c) he might advise the council as to the possible relations consequences of contemplated policies and actions.

Regardless of administrative status, the director must be aware of the many avenues of communications, and must possess ability of expression. One of the most important avenues of communications is direct personal contact with key people. In many communities there are a relatively few people whose opinions and judgments tend to control a great deal of public thinking. A function of good public relations would be to present effectively the facts about the college to these influential leaders.

4. The service aspect of business and industry can be applied to college public relations. It involves active concern over matters of community welfare which have no immediate influence on the operations of the school. Every legitimate activity that can be fostered and promoted to improve the general life of the community and the state is "bread cast

upon the water" for the colleges.

5. In the final analysis, the greatest function of good public relations is found in valuable service given by the college. Service is the key for securing adequate finances as well as public support. A college's publics should have a knowledge about the services the college has given in the past, what services are given at present, and plans for further and better services in the future.[75]

Much has been said about the man with the know-how; the man with public relations experience. But how is the school administrator, lacking in both training and experience in public relations, going to establish and maintain the sound school-community relationship upon which the success of his school depends? Bill J. Priest, President of American River Junior College, has suggested that school administrators draw a lesson from business and industrial public relations. In doing so, nine major concepts are selected for examination.[76]

The first of these is termed the Basic Formula Concept. A basic public relations formula states that consumers buy a given product because (1) they like the product and (2) they like the people who made the product. Applying this to education, step number one is the development of a product which will command public approval. The second step then is to say and do things that will make friends for the institution.

The Good Corporate Citizen Concept emphasizes the service aspect of business and industry; not merely services through the product sold, but general services to the community. It involves active concern over matters of community welfare which have no immediate influence on company operations. To implement this concept effectively a person must accept the idea that his special province is one of the many important elements in society rather than the core around which the universe operates. Applicable to education, the school-community ties can be strengthened through involvement of the school in many phases of community life.

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[75] Ibid., pp. 224-227.

[76] Bill J. Priest, "What Industrial Public Relations Can Teach Us," Junior College Journal, September 1956, Vol. 27, pp. 33-38.

The Decentralization Concept is based upon the close rapport between a business organization and its actual and potential consumer publics, a rapport which cannot be established if the central source is far removed from the grass roots of those publics. Application of this principle to education brings a source of authority to a local and more personal level. An individual's feeling of an institution is strongly influenced by his knowing a person who represents the institution; an aspect which personalizes an otherwise impersonal relationship.

The Acceptance Concept embodies a willingness to accept people where they are rather than where one thinks they ought to be. The most effective way to reach the public is through the use of media upon which they customarily rely for information. By recognizing and accepting the fact that many persons have misconceived ideas about educators, educators themselves may increase their effectiveness in communicating with their publics through the application of this concept.

The Continuous Evaluation Concept is one of the most pertinent aspects of continuous and long term public relations. Through an effective system of evaluation it is possible to identify most crises in the embryonic stage. Many school crises are the result of delayed detection of simple problems, problems which reach serious proportions before they are noted and their causes identified. Continuous reappraisal supplies the educational administrator with ability to detect the weaknesses in a public relations program, and thus, in the slang of the profession, operate as a fire prevention expert rather than a "firefighter."

Proper Packaging Concept denotes the significant bearing of the way a package is wrapped to its salability. More difficult to apply in education, it is nevertheless pertinent. Educators must "sell" a wide variety of "packages" to an extremely heterogeneous consumer group. Without losing dignity, but at the same time without resorting to unimaginative drabness, an educational program might be more attractively "wrapped" merely be renaming courses, inserting attractive illustrations in course bulletins, and other types of adjustments.

Public Identification Concept deals with the awareness of the various publics with which an institution or industry is concerned. This is a concept already acknowledged by educators, but the full value of which is still not utilized. In the language of industrial public relations, the "rifle" technique disseminates information to reach a specific public, taking into consideration special background and interests of that specific public. "The "shotgun" technique on the other hand disseminates information to the total consumer group in general. Education would profit from the use of the "rifle" technique, and identify the major publics within the general populace.

The Democratic Concept is more difficult to define since its characteristics are more closely associated with results than with means. It involves a delicate balance between leadership and followership; a friendly interest in the problems of others and a tendency to minimize one's own importance. Educators especially could benefit from this concept. In community as well as school matters he must provide leadership, assume responsibility and demonstrate seriousness of purpose while simultaneously being a "regular guy."

The Honesty Concept involves complete integrity of word and action. This policy has moral as well as financial advantages, and in general, educators rate very high in implementing the honesty concept in their administration of the schools. While education can reap rich benefits from many of the lessons of industrial public relations, the honesty concept is one that business has learned from education.

The Twenty-eighth Yearbook of the American Association of School Administrators, which is a study on school public relations, has listed seven basic principles of school public relations.[77] Some of the principles are unique in the field of education while others are equally applicable in other enterprises. Following is a summary of the seven principles, some of which have been reflected in other studies:

1. School Public Relations must be Honest in intent and execution. Already pointed out by Bogue and Priest and others, honesty is the very principle upon which education as a whole, as well as the public relations

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[77] Public Relations for America's Schools, op. cit., pp. 17-32.

of education is built. If an institution is to enjoy successful public relations, what it says must be identified with what it does. A paraphrase of the scripture, "Know the truth and the truth shall make you free." "Sow the truth, and the truth shall make you friends."[78]

2. School Public Relations must be Intrinsic. In order to have sound public relations from within, sound educational policies and program must be present. In keeping with this principle, public relations are not the efforts alone of the administrator or the public relations director. The every-day contacts of teachers and other school employees with students and parents produce the most personal and effective public relations. "The desired effect on an attitude or opinion should come as incidental to some activity in which people are interested and which is recognized as worthwhile in itself."[79]

3. School Public Relations must be Continuous. The very laws of learning indicate that a continuing stimulus produces a more highly predictable and stronger response than intermittent or random stimulus. Thus, a public relations program based upon long range and carefully planned continuity is more effective than the spontaneous occasional type of effort. A given stimulus will affect an individual only in terms of his previous habits and conditionings. Hence, only through months and years of everyday contacts will a public be sympathetically conditioned, and thus assure favorable public response for specific needs.

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[78] Ibid., p. 19.

[79] Ibid., p. 21.

4. School Public Relations must be Positive in approach. Positive statements of what the schools are doing should be emphasized rather than what they are not. Even where problems must be present, they will be considered more readily when constructive solutions accompany the positive approach. Such inadequacies offer opportunities for future improvement.

5. School Public Relations should be Comprehensive. The very nature of public relations is broad and varied -- broad in the sense that no phase of the school program should be ignored and no segment of the staff is excluded; varied in that no possible medium of contact with any public should be missed.

6. School Public Relations should be Sensitive to its publics. This principle not only embodies the concept of the two-way street, but is two-fold in meaning. First, that to effect a two-way process of communication, public relations must consider the individual publics, their backgrounds and interests. Second, a two-way process of communication is sensitive to the already established attitudes and opinions of those publics, as well as their desires and expectations.

7. The ideas communicated must be Simple. Ideas are usually transmitted through words; sometimes printed or vocal; sometimes one key word in a graphic presentation. Careful selection of a simple word for emotional connotation as well as meaning attributes to successful public relations. The same principle of simplicity applies in all phases of public relations.

Whereas previously cited principles of public relations are applicable in all educational endeavors, Benjamin Rowe, author, educator, and head of the Department of Social Science, New York City College, has outlined seven guides to effective public relations for junior colleges.[80] Many are reflective of the same trend of thought found in other writings. Others are peculiar to the needs of the junior college. In summary they are:

First Guide, the public relations program should be planned. Planning stems from policy, and policy is determined by the administrator according to the needs and wants of his community and varied publics. Thus, if their needs are being satisfied, and if they are aware of it, their support will be assured. Planning then should be consistent and long-range.

Second Guide, the public relations program should be continous. A salient point emphasized by other authors further verifies the significance of continuity in a planned public relations program. It is the steady, honest and regular program of information which is effective.

Third Guide, Public relations is based on the participation of students and staff. The best and worst critics of the junior college program are the students themselves. The college's major publics comprise the friends and families of the students. Thus, the students opinions and attitudes hold much significance. Adverse criticism and grievances are normal on any campus, but should not be allowed to grow and be magnified. Student government, faculty, and the head of the institution should hear the grievances, and brought into their true perspective.

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[80] Benjamin Rowe, "Public Relations and the Junior College," Junior College Journal, February 1957, Vol. 27, pp. 339-342.

Fourth Guide, participation of the community at large is necessary to a public relations program. The value, ideals and desires of a community should be reflected in its college. The college may provide leadership to help shape and determine those values and desires. But with the knowledge that they of the community have helped to plan and develop the college program, the people of the community will have an interest in and will participate in the affairs of the college.

Fifth Guide, the public relations program should be sensitive to the changing needs of the community. Needs and values of people are in a constant state of change. Both college and community should work together and thus become aware of, and provide provisions for meeting these changes.

Sixth Guide, an effective program of public relations provides for appraisals of the various phases of the program. Assurance that the public relations program is doing what it should can only come through regular efforts to appraise the results which have been accomplished. Methods of appraisal vary from sample opinion polls as an objective evaluation, to complaints, comments, public reaction to proposed change, and student attitudes. Between the two extremes of methods are planned question interviews with selected individuals, and regular conferences with members of the college speaker's bureau or others who have opportunity to feel the pulse of the community. Which ever method proves most successful for an individual college, the principle of continual appraisal is one recognized by all leaders of public relations.

Seventh Guide, the public relations program should have good coordination. Public relations is a vital part of the total effort of the educational program. Effective coordination of the program makes it possible to mesh together the gears of the public relations functions with those of the institution's educational objectives.

In following the guides for effective public relations, one must keep in mind at all times the major purposes and functions of public relations: "to improve community relationships, to advance the educational program, to exercise educational leadership, to recognize partnership with the people, to make an accounting to the people, and to secure the support of the different groups of the people."[81]

V. THE ROLE OF EVALUATION IN PUBLIC RELATIONS

Whether in business, industry, or education, one of the most significant phases of public relations is regular and continual evaluation and appraisal. Mutually a reed by most of the authorities in the field, only through careful examination and objective appraisal can the effectiveness of a public relations program be determined. Not only is it a basic principle upon which public relations is built, but is an obligation of every school administrator to determine the pulse of his school's publics, and thus strengthen the weak areas in his public relations.

Finis E. Engleman, the Executive Secretary of the American Association of School Administrators, has likened the administrator of public relations to an airplane pilot. "No airplane pilot would dare a take-off without meticulously observing his check-off list. Likewise, the efficient school administrator will follow a similar routine in his public relations."[82] To keep in step with educational and social changes, the administrator needs to carefully examine and redirect when necessary, the public relations program. The administrator needs to know whether his program for building good public relations is satisfactory or unsatisfactory and why. The most valuable insurance policy available to the profession of teaching consists of carefully and cooperatively formulated plans for improving school-community relations. Just as an airplane pilot relies upon his checklist for a safe flight and landing, the checklist in public relations should be used with same regularity as the checklist in the pilot's cockpit.

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[81] *Ibid.*, p. 21.

Methods of Evaluation

As has been stated previously, there are numerous methods of evaluation, ranging from the strictly subjective and informal methods of observation, analyses of comments, and criticisms of patrons, to the more objective methods of polls and surveys. Public relations being the abstract science that it is produces relative difficulties in exact measurements. The hundreds of elements that enter into the total public relations of a school may or may not be directly in terms of the public relations program. In fact, a school does few things which do not have their public relations aspects, and therefore, are subject to evaluation in terms of public relations values.

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[82] ABC's of School Public Relations, A Checklist. American Association of School Administrators, (Washington D. C.: National Education Association, 1959), p. 2.

Many authorities argue the relative value or lack of value of different methods of evaluation. One author will contend that "the ultimate effectiveness of public relations program defies exact measurement. Appraisal is largely subjective and its accuracy depends greatly on the appraiser's knowledge of public relations operations."[83] On the other-hand, other authors see no need for having to rely upon subjective methods of appraisal. Harold C. Hand, recognized leader in education and school public relations, has cited three very serious limitations in personal observations and other subjective methods of appraisal.[84] First, the influence of unrepresentative observations. Unless all of the people, or a truly representative sample of all the people of a specific group are included, the results will be in serious error, and will not accurately reflect what the total group really thinks. Second, the reluctance of people to be frankly critical. In our culture, it is in good form to be agreeable and a "booster" rather than a "knocker." One therefore hesitates to be frankly critical even if he feels that negative criticism is merited. The element of fear often restricts frankness. Fear of reprisal, fear of losing favor with one's employer, fear of losing standing, all affect students, teachers, and parents alike. In any objective method of appraisal, anonymity must be guaranteed to the respondents in order to assure frank responses, an anonymity which is impossible in subjective appraisal methods. The third limitation of subjective appraisal is the influence of the observer's interests and opinions. This, Hand refers to as the "psychic deluder" which plays tricks on a person's thinking and memory, and thus produces bias in observation. We seek for the things we like; we discount whatever we dislike. We remember only what we like to remember; we forget that which is displeasing to us. Only through objective, exactly worded, carefully constructed surveys, conducted by disinterested persons, can appraisals be completely unbiased.

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[83] Alexander Streloff, op. cit., p. 27.

[84] Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), pp. 26-31.

According to the Commission on Public Relations,[85] there are innumerable factors which enter into the evaluative function in public relations. The need for evaluation exists at all times. Although the activities to be evaluated may vary from time to time, and thus the means employed would vary accordingly, evaluation itself should be a continual process. It is as such that the subjective appraisal methods as well as the objective methods find their place. In analyzing any evaluative methods, the basic considerations of the value of any public relations follows these questions: "Is there a public relations program in the true sense of the word?" "Has it been carefully and systematically planned and developed?" "How frequently is the program evaluated and revised?"

Influencing Factors In Evaluation

In addition to the above questions, there are other basic factors that determine success or failure in a public relations program; factors that, while not a specific activity, are nevertheless an integral part of public relations. The school program; the quality of the educational offerings is basic to the success or failure of any public relations.

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[85] Public Relations For America's Schools, op. cit., pp. 258-264.

"By knowing and acknowledging the strengths and weaknesses of the educational program, an administrator will enhance the acceptance of the public relations program"[86] As students are probably a school's most important public relations agents, the factor of student attitude is one that should not be neglected. The importance of this factor is not only reflected in the students themselves, but carry over into parental and community attitude. An equally important factor attributable to successful public relations program is the adaptation of the public relations program to the peculiar needs of the local community. Referring to the "deep roots" principle of Dr. Bogue, only through sinking deep roots can an institution feel the climate of its own community, and thus adapt the public relations program to that community.

In no small measure, the underlying philosophy of a public relations program will determine the values placed upon specific activities which make up the program, and thus the success of the program itself. A basic philosophy of publicity and information, will naturally accentuate those activities which bring the school before the public eye. Educational interpretation, however, will go further than merely publicize the school, it will accentuate those activities which interpret the policies, the program, the educational goals and objectives, and the means of meeting those educational objectives, to the many publics of the school. In short, the public relations program will tell the story of the school. Many public relations programs are built upon a philosophy of community integration; a mutual cooperation between the school and the community. Such a basic philosophy will promote a public relations program which will first consider the welfare of the community and the publics comprised thereof, and second, the attributive factors that such community relationship will foster for the school.

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[86] Ibid., p. 253.

All factors considered then, the process of evaluation is one which must consider both subjective and objective methods; subjective for continual and less costly (budgetarily) appraisal, and objective for more scientific and analytical appraisal. Of the informal or subjective methods of evaluation, the simplest and most widely used form is observation; observation of teacher-parent or teacher-colleague relationship; observation of student attitude; observation of the extent of complaints and compliments by telephone or letter as well as personal contact; observation of the tangible changes in the eradication of old problems or development of new.

Subjective Evaluation

Discussion groups in which community leaders and school personnel participate offer opportunities for the frank expression of opinions on school policies, procedures, and programs. Persons who are in a position to evaluate the reaction of special groups can lend invaluable assistance in determining the effectiveness of particular aspects of the public relations program.

Like the discussion group method, informal but planned interviews with key people of the community can appraise the effectiveness of certain phases of a program. Such an interview can be a two-way process;

ascertaining the general trend of thought to specific aspects of the program, as well as drawing on the experience and wisdom of the key people for suggestions to strengthen the weaker aspects.

For a more objective appraisal of a public relations program, the more concise and scientific methods such as surveys, evaluative criteria, opinion polls and inventories, checklists, and rating scales are used. Discussing the merits of each type of appraisal, the Commission on Public Relations has reviewed the most widely used techniques.[87] The evaluative criteria can be used to measure the degree of success of the activities or processes employed in a public relations program, as well as the degree of success of the overall program. Such a method comprises a comprehensive set of pertinent questions, based upon previously established criteria or principles. While such questions may be so stated as to be answered by a simple "yes" or "no" the more comprehensive questions require the appraiser to estimate the degree of success.

Objective Evaluation

Opinion polls and surveys, when conducted scientifically, are among the most efficient and valid means of evaluation. They provide a direct channel of communication with the specific publics related to the college, whether the faculty family, the students, parents, or different community and civic groups. If proper sampling technics are employed, opinion polls afford a cross-sectional view of public opinion at any given time on any educational issue, practice or proposal. They indicate the true strength of the demand for certain types of educational services or for changes in educational practices. They indicate where public relations efforts need to be altered or improved.[88]

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[87] *Ibid.*, pp. 264-272.

Checklists and rating scales are receiving more attention as more studies are being made in this field. The checklist, as an appraisal instrument can be used not only to determine what is being done in public relations, but can serve also as an everyday reminder of what should be done. As Streloff has indicated, the basic plan of a public relations program should provide a checklist for the achievements of the plan, whether used at the end of the year for periodic evaluation, or every day for continual evaluation.[89] Where the checklist indicates what has or has not been accomplished, the rating scale employs a controlled scoring method to determine the degree of value or accomplishment of the public relations activities.

Recent Studies in Evaluation

Studies in evaluation are becoming more numerous as the importance of evaluation in public relations has become more widely recognized. The methods of evaluation, and the importance of each, as discussed by the Commission on Public Relations, has already been reviewed. Streloff and his public relations committee have enumerated seven approaches to evaluation. They are: (1) Tangible changes. Where a specific problem existed and no longer does, how much of the change can be attributed directly to the program? (2) Complaints and compliments. Observe the change in the pattern of phone calls and letters. (3) Opinion and knowledge polls. Certain kinds of polls can be helpful, such as testing reaction and knowledge of facts before and after a specific project. (4) The basic plan as a checklist. The basic plan itself should provide a checklist for the evaluation of achievements. (5) Statistical evaluation. Not the bulk of clippings, but a thoughtful analysis of specific clippings, editors' handling of them and reaction to them; not the volume of activities, but the quality of activities should be considered. (6) Informed opinions. Consult persons who are in a position to evaluate the reactions of special groups. (7) Adequacy of the college's budget. The approval of the college's budget requests will depend largely on what the community understands and feels about the college.[90]

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[88] Ibid., pp. 266-267.

[89] Alexander Streloff, op. cit., p. 28

The Streloff study is concluded with a fifty point checklist, consisting of the more salient points of a desirable public relations program. The checklist itself is a well organized blueprint for public relations for junior colleges. The survey of junior colleges throughout the nation has indicated that many of the colleges in California have already adopted and used this checklist.[91]

A similar checklist to that formulated by Streloff and his associates is one based on a two year study of school public relations by the American Association of School Administrators.[92] More inclusive than the Streloff checklist, it contains more than 100 items of prime importance in a successful public relations program. Whereas the Streloff checklist was designed specifically for junior colleges, however, the AASA checklist is applicable to all areas of education.

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[90] Ibid., pp. 27-28.

[91] See Appendix V.

[92] ABC's of School Public Relations, op. cit., 16 pp.

Among the many studies in evaluation of public relations, two related studies were conducted by Delmas F. Miller and Joseph C. Keifer. A type of rating scale for evaluating public relations activities in the public school systems was devised and used by Miller at the University of Pittsburg.[93] He evaluated public relations activities according to basic philosophies; the philosophy of educational interpretation, or that of child-centered mutual cooperation. Listed under specific categories were 161 different activities found in the programs of public school relations. A team of judges assigned point values to each activity in terms of each of the two philosophies. Thus in using the rating scale, the appraiser first had to determine the basic philosophy of his public relations program, and then assign to each activity the number of points which he thought it deserved. The relative value of an activity in many cases differed with the basic philosophy.

While Miller's scale was used by 234 judges made up of superintendents in schools having notable programs of public relations, it was felt that such a study should be further validated and scientifically determined. Thus, in 1953, ten years following Miller's study, Joseph C. Keifer developed an appraisal scale based upon the Miller scale.[94]

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[93] Delmas F. Miller, An Appraisal Technique for Programs of Public School Relations, Doctors Thesis, University of Pittsburg, (1943).

[94] Joseph C. Keifer, Development and Validation of a Scale for the Appraisal of Programs of Public School Relations. Doctors Thesis, University of Pittsburg, (1953).

The Keifer scale, however, revised Miller's list of activities, eliminating some and including others which had emerged in the ten year interrum. Compared to Miller's 161 activities, Keifer listed 177 activities. Another revision concerned the basic philosophies. The philosophy of child-centered mutual cooperation was changed to indicate a school community interaction. The outstanding contribution of the Keifer study was that it was validated by actual usage in fifty-three school systems throughout the country.

A similar, though less comprehensive study was made by Richard Nielsen, Supervisor of Publications of the St. Paul Public Schools.[95] The purpose of the study was to evaluate the public relations program of the St. Paul public schools in terms of what was being accomplished in cities of comparable size. Thus, thirty-four cities between 200,000 and 525,000 were surveyed and the findings tabulated. The resultant findings provided good criteria by which a public relations program might be evaluated.

No summary of evaluative practices in public relations would be complete without some reference to one of the most widely used and authoritative works by Hand.[96] With his collaborators, Hand has designed polling inventories for determining opinions of the various publics connected with the school. Different inventories are specifically designed for the specific group being polled: parents, faculty members, upper elementary school students, secondary school students. Items included in the inventories include how well the schools are succeeding in their public relations practices, specific points at which they are succeeding or failing, areas which should be considered top priority. In addition to the inventories themselves, Hand has also included detailed directions for use of the inventories, tabulation and analysis of the findings, methods of reporting the findings, and use of the data obtained. As the inventories formulated by Hand have been tested and pretested, revised and modified, it is one of the most valid types of evaluation of public relations. Like many counterparts, however, these inventories were designed for use in the public school, and would therefore require further modification and revision to be applicable to college level.

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[95] Richard E. Nielsen, "A Survey of School Public Relations Programs in Public School Systems." Unpublished Report, St. Paul Public Schools, Minnesota, (1959).

[96] Harold C. Hand, op. cit.

VI. SUMMARY OF RELATED LITERATURE

A review of literature in the field of educational public relations and specifically junior college public relations indicates an unparalleled growth and expansion, surpassed only by the growth and expansion of the junior college movement itself. Compared to the matured age of the university movement, the junior college has only recently come of age. Yet, at the turn of the century, the very period when the junior college was being conceived, public relations in the form of publicity was finding its way on the campuses of the colleges and universities of the country. While public relations in higher education almost paralleled chronologically the development of the junior college movement, public relations, as a phase of the college program, was not found on the junior college campus until much later. Like the junior college itself, public relations activities in junior colleges did not become truly accelerated until after World War II.

Early surveys following the war indicated that very few organized programs of public relations existed on junior college campuses. What public relations programs did exist dealt largely with publicity, and were based upon a philosophy of publicity and information. As an outgrowth of that type of program, there still exists a serious confusion as to what constitutes public relations.

Just as the literature in the field reflects different interpretations of public relations, different interpretations of the basic principles and functions of public relations are found. Writers who still adhere to the publicity and information type of public relations, stress those functions as basic. However, a most recent trend in public relations is the coming awareness of a need for community interaction. The pioneers in the junior college movement have recognized from the beginning the need of community good will in order to fulfill the whole educational program. Thus, community development and community relations is gradually finding its place in the total public relations picture. Public relations is now coming to be recognized as more inclusive than merely publicity.

Although the lists of basic principles and functions of junior college public relations are almost as varied as junior colleges themselves, a few key words very aptly summarize a sound public relations program. They are: organization, coordination, evaluation, intrinsicness, continuity, balance, positiveness, comprehensiveness, sensitivity, honesty, and simplicity.

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF PUBLIC RELATIONS PROGRAMS

Ralph Waldo Emerson once said, "There is no limit to what can be accomplished if it doesn't matter who gets the credit."[1] And so it is with the administration and operation of public relations in a junior college. The public relations of any institution is the responsibility of more than one person, whether he be a coordinator of public relations, a director of only one phase of public relations, or the administrator of the institution, himself. Public relations is the responsibility of every member of the faculty, staff, studentbody, and every other person affiliated with the institution.

I. PUBLIC RELATIONS, A TOTAL RESPONSIBILITY

A truly edifying and enlightening facet revealed in the survey of junior college public relations was the general awareness of the importance of every member of the junior college family in the total public relations picture. Contrary to the belief of many of the respondents, that because they had no individual public relations officer their response was of no value to the survey, their recognition of the total responsibility in public relations contributed richly to the study.

One college president described the public relations of his institution in the following:

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[1] The Advancement of Understanding and Support of Higher Education, American College Public Relations Association Conference Report, (Washington D. C., 1958), p. 1.

> We do not have a formalized program of public relations at this college, although every member of the staff, both professional and non-professional, has it impressed upon him that he is a public relations representative of the college . . .
>
> We think that our best public relations instrument is good teaching by competent, friendly faculty members. Respect your students as intelligent, self-respecting people, teach them well, show yourselves to be their true friends, and they will do ninety per cent of your public relations work for you.[2]

While the above respondent felt that the public relations practices of his school could not be analyzed according to the author's questionnaire, he described very adequately the many public relations functions and activities that involved the numerous members of the college family.

The foregoing example was not an isolated example, but was repeated in many responses, both where the questionnaire had been completed and where it had been partially completed. The very fact that in many instances the college president would take time and effort to describe at great length the public relations of his institution in lieu of completing the questionnaire, was indicative of the presence of a public relations program, even where formal organization did not exist.

Don P. Pence, President of Central Oregon College, explained the absence of a single public relations officer in his well-organized public relations program. "It is one of our policies that all faculty members do some public relations work. The two deans and the President do the most, but all are available to serve in community capacity."

An exemplary public relations program of the survey comprised not only those individuals whose primary responsibilities lay in the public relations area, but the entire college family as well. Quoting Walter P. Smith, Director of Publicity, Mars Hill College, North Carolina,

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[2] Personal Correspondence of the Author, letter from Vernon D. Parrott, President, Weatherford College, Texas, Apr. 25, 1961.

> As you well know, it is difficult to exclude any member of the faculty or administrative staff when listing personnel whose work has some public relations aspects; however, we do have several persons whose primary duties are in the public relations field. We have a director of publications, a director of publicity and a director of alumni affairs-field representative.

Further evidence of the integration of the various public relations functions, whether coordinated by a public relations officer or not, was revealed in the following contrasting response from Elinor Clark, Secretary of Packer Collegiate Institute of New York.

> We have no staff member whose sole responsibility is public relations. I suspect that Packer is like many other rather small institutions in having a flexible and rather informal structure for public relations to be a part of everyone's business, even though the specific responsibilities rest on two or three persons.

A public relations director responded to the questionnaire by including not only the activities and functions initiated in her own department, but the numerous additional public relation activities of the department heads and faculty members. Much of the community integration, she explained, was carried out by the members of the entire staff independent of the public relations director.[3]

The difficulty of separating responsibility and the necessity of incorporating the entire college personnel in public relations was expressed by another respondent.

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[3] Personal Correspondence of the Author, letter from June G. Moore, Public Relations Director, St. Petersburg Junior College, Florida, May 9, 1961

> It is difficult to separate the alumni contact from P.R. [sic] work in a small college where funds are limited. This is true with many of the other administrative people . . . Everyone is involved in P.R. [sic] work, alumni work and placement routines.[4]

Whereas the survey as a whole reflected a general trend toward, and a growing awareness of the need of some organization or coordination in public relations, some respondents reflected that for them, the informal and personal structure of public relations produced more direct results. The Dean of Hutchinson Junior College, Kansas, expressed the following:

> The Dean, Office Practice Supervisor, Director of Vocational, Technical and Adult Education, Journalism teachers, yearbook supervisor, and all the staff must assist with public relations in addition to their regular loads. We have a wonderful relation with our community, but it is not formal, organized, or measurable by your questionnaire. But we were rated top in this and community service in Roland Larsen's doctoral dissertation at the University of Missouri.

Echoing the same philosophy, a college president expressed difficulty in replying to the questionnaire, because, ". . . our public relations program is not as coordinated as the questionnaire implies. This may be interpreted as a criticism of our public relations efforts rather than of the questionnaire, but the fact remains that we have many, many people involved."[5] His explanation focused on that all-important principle of public relations, one that should be profitably employed in any junior college public relations, the role of the whole junior college family in the public relations of the school.

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[4] Personal Correspondence of the Author, letter from Alvin C. Eckre, Director, Public Relations, North Dakota State School of Science, May 1, 1961.

[5] Personal Correspondence of the Author, letter from W. N. Atkinson, President, Jackson Junior College, Michigan, May 26, 1961.

> We are inclined to feel that the direct involvement of responsible persons and organizations not only enables us to present a more accurate story than might come from funneling all material through a central source but also gives more people a sense of direct responsibility in the representation of the institution to our various publics.[6]

While a general awareness of a need of some organization and coordination in public relations was indicated, the degree and type of organization is best determined by the individual institution. As one respondent expressed, "Each campus is usually quite unique unto itself in the operational set-up of its Public Relations Department. Duties are infinitely varied depending on circumstances at the individual institution."[7]

II. GENERAL TREND AND EXTENT OF ORGANIZED PUBLIC RELATIONS PROGRAMS IN JUNIOR COLLEGES

In the field of social research, there is what is known as the Principle of Fair Samples, or the Law of Statistical Regularity. This principle is based upon the belief that with reasonable care it is possible to judge the character of a large group, or a whole class of phenomena, by the aid of a sample or a selection from it. This same principle implied that as the proportion of samples rises, the reliability and accuracy of the findings also rises.[8] Thus, for the purpose of presenting a higher degree of reliability in the study, a 50 per cent sample of the junior colleges throughout the nation was selected. Through the enthusiastic cooperation and interest reflected by the respondents, 68.2 per cent of the junior colleges represented to participate responded, representing nearly 35 per cent of all junior colleges in the nation. Comparatively, the private junior colleges responded to the extent of 70 per cent, representing 35 per cent of all private junior colleges; the public junior colleges responded to the extent of 64.6 per cent, representing 32.3 per cent of all public junior colleges. Of the 68.2 per cent who responded, nine, or 2.7 per cent indicated that they could not participate in the survey as they had currently become 4-year degree-granting institutions. Of the twenty-four authorities in the field of junior college public relations, twenty-one authorities responded, indicating a response of 87.5 per cent of the total authorities. The enthusiastic and encouraging response of the authorities, as well as the willing cooperation of the many college administrators and public relations officers who devoted their time and energy made possible an adequate survey for the study.

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[6] Ibid.

[7] Alvin C. Eckre, op. cit.

[8] George A. Lundberg, Social Research (Longman's Green and Company: New York, 1942), pp. 134-135.

Table I indicates, in addition to the extent of response, the general characteristics of the schools which responded. Although the enrollment was categorized into six categories, ranging from less than one hundred to over ten thousand, the actual enrollment ranged from twenty-seven at Oblate College and Seminary in Maine to twenty-six thousand, the enrollment of Pasadena City College in California. While Table I shows the enrollment group of 1,000 to 4,999 was the largest group represented by the pilot colleges, to the extent of 42.9 per cent, that group was

TABLE I

SURVEY RESPONSES

	Pilot Survey		Public Junior Colleges		Private Junior Colleges			Percent of
	Number	Percent	Number	Percent	Number	Percent	Total	Total
Questionnaires sent	24		195		137		355	
Total Responses	21	87.5	125	64.6	96	70.0	242	68.2
Usable Responses	21	87.5	122	62.8	90	65.7	233	65.5
Enrollment of Respondents								
Under 100	0	0	4	3.3	6	6.6	10	4.3
100 to 499	2	9.5	33	27.0	54	60.0	89	38.2
500 to 999	3	14.3	42	34.4	16	17.7	61	26.2
1,000 to 4,999	9	42.9	39	31.9	14	15.5	62	26.6
5,000 to 9,999	4	19.0	4	3.3	0	0	8	3.4
10,000 and over	3	14.3	0	0	0	0	3	1.2
Colleges with definite PR program	12	57.1	32	26.2	41	45.5	85	36.5
Colleges with loosely organized program	0	0	4	3.2	4	4.4	8	3.4
Colleges having full-time or more than half-time PR Officers	14	66.6	34	27.8	49	54.4	95	40.8
Colleges holding AAJC Membership	19	90.4	113	92.6	82	91.1	214	91.8
Colleges holding ACPRA Membership	6	28.5	14	11.4	36	40.0	56	24.0

surpassed by only a slight margin by the 500 to 999 group in the public colleges. Of the 122 public colleges responding, forty-two, or 34.4 per cent were from the 500 to 999 enrollment category, while thirty-nine, or 31.9 per cent represented the 1000 to 4,999 enrollment category. In comparison, the smaller colleges with enrollments from 100 to 499, represented 60 per cent of the total private colleges responding.

Need for Coordination and Organization

A very interesting sidelight revealed in the survey was the absence of any correlation between the size of the institution and the extent of organized public relations programs. One might conclude that the larger the institution, the more complete a program of public or community relations. Many large colleges did have exceedingly well organized and coordinated programs, but to no greater proportion than did the smaller colleges. In the same interpretation, the larger colleges with enrollments of a thousand or more were confronted equally with the smaller institutions in the problem of coordinating their public relations activities into a well-organized program.

As to the extent of organized programs revealed in the survey of junior colleges, it was found that thirty-two, or 26.2 per cent of the public colleges, compared to forty-one, or 45.5 per cent of the private colleges were well organized in their public relations functions and administration. The pilot survey was based upon known authorities in the field of junior college public relations. Thus, it is to be expected that almost 60 per cent of the pilot respondents indicated a well-organized public relations program in their institutions.

An interesting observation was the deviation in definitions of a well-organized public relations program. Several colleges indicated a need for a well-organized program, yet appeared to have all the characteristics of one; well understood and established goals, definite coordination of public relations responsibilities and functions, and a well-balanced basic philosophy upon which to establish the program. On the other hand, a number of institutions indicated a well-organized program, yet had neither specific policies nor established goals; had no definite coordination of responsibilities, and was based upon a very singular philosophy, usually that of publicity or new student promotion. Such findings would indicate again, that each institution is unique unto itself, and that the degree of organization, as well as the type of organization, is determined by the many component factors of the institution itself.

In conjunction with the extent of organized programs existing in junior colleges, it was found that there was a correlation to the number of full-time or more than half-time public relations officers. Of the thirty-two public colleges having a well-organized program, twenty-one had public relations officers that devoted 50 per cent or more of their time to public relations. The correlation was even closer in the pilot institutions and the private colleges. The pilot survey revealed that eleven of the twelve well-organized programs were under the administration of full or more than half-time public relations officers. The private colleges indicated that thirty-seven of the forty-one organized programs had more than half-time public relations officers.

Several of the colleges indicated two or more public relations officers, but only a few such colleges indicated more than 50 per cent of the total time of all to be devoted to public relations. Some colleges had in addition to a full-time public relations officer, one or two additional officers who devoted from 50 to 75 per cent of the time in public relations. Again, such an organization would depend upon the needs and characteristics of the college rather than to be the established criterion for all to follow.

An elightening correlation was revealed that reflects favorably upon the American College Public Relations Association. Relevant to the thirty-two public colleges maintaining outstanding public relations, ten of the institutions were American College Public Relations Association members. Of the forty-one private colleges, having active or organized public relations programs, twenty-eight held membership in American College Public Relations Association. A total of fourteen, or 11.4 per cent, of the public colleges held American College Public Relations Association membership, while thirty-six, or 40 per cent, of the private colleges were listed as members.

Although the survey was submitted to both members and non-members of the American Association of Junior Colleges, the high per cent of American Association of Junior Colleges membership among the respondents bespeaks the esprit de corps of the Association. Of the twenty-one pilot institutions, nineteen, representing 90.4 per cent, were American Association of Junior Colleges members. The public colleges claimed 92.6 per cent, while 91.1 per cent of the private colleges held American Association of Junior Colleges membership.

The fact that less than half of the general survey revealed definite organization in public relations should not be interpreted to mean either lack of need, or lack of awareness in this field. Many of the respondents implied a decided awareness and need of more definite organization. The following quotation is representative of many of the replies:

> We do not have a public relations program as such . . . We realize the great need for stronger public relations programs in junior colleges and are constantly seeking ways to improve such programs.[9]

A newly appointed president of a church-supported college indicated the seriousness of the role of public relations to the total success of the college.

> Recent years have witnessed a serious decline of support to the college . . . And a very real part of the blame for that decline must be placed on ineffectual public relations . . .
>
> Therefore, while we do not as yet have a public relations man, nor even an established policy, certainly both are in the offing.[10]

The need for organizational and administrative coordination of the many public relations functions is not new. The American College Public Relations Association recognized this need in calling their Greenbriar Conference in 1958. At that time it was recognized that lack of coordination and needless duplication was a problem of public relations in colleges and universities as a whole, including junior colleges. It was found that with the existence of some form, whether organized or not, of public relations functions on all campuses there was a growing need for sound programs in these functional areas. This current survey has further evidenced the fact, that whether or not it is recognized as such, all junior colleges have some form of public relations. One respondent apologized that his school had been so busy with a number of community activities in connection with the school, that he had had no time for any sort of public relations.

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[9] Personal Correspondence of the Author, letter from Max D. Bell, Deputy Superintendent-Administration, Mount San Antonio College, California, May 24, 1961.

[10] Personal Correspondence of the Author, letter from Troy R. Eslinger, President, Lees Junior College, Kentucky, April 24, 1961.

Such interpretation was indicative of the misunderstanding among many relative to the functions and role of public relations. Another respondent expressed the regret that he had so little time for public relations because he was also director of development and in charge of alumni affairs, both positions of which were so time consuming. Such misunderstanding in the meaning of public relations is the very crux of the problem of public relations organization. As the past Executive Director of the American College Public Relations Association has stated,

> The functions of good institutional relations cannot be separated. Good public relations, good alumni relations, good fund raising or development are all part of the same package. They cannot function effectively without constant and cordial interrelationships. Details as to how cooperation can be accomplished must be worked out on the individual campus.[11]

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[11] W. Noel Johnson, "Teamwork for Institutional Public Relations," Pride, March 1958, p. 19.

Organizational Patterns

It was to determine how different colleges have worked out the problem of organization that the organizational phase was included in the survey. As a result, some very enlightening responses have been received.

One of the more successful, though not commonly accepted types of organization, was the committee organization of public relations. In successful operation in colleges of two widely separated states, the committee form of administration was proving its place. Henry L. Ashmore, President of Pensacola Junior College, Florida, and one of the authorities in the pilot survey described the organization and administration of his school, using the committee system not only for public relations, but for the total administrative pattern of the college. Describing the essentials in establishing a committee system, Ashmore listed the following:

> 1. A committee must have a clearly defined program or purpose which is understood and appreciated by each committee member.
>
> 2. A committee must know to whom it is going to report, how it is to report, and when it must do so.
>
> 3. Committee members must have assurance that their work will receive serious consideration, that the administration and other faculty members depend upon them to produce effectively.
>
> 4. There must be some disposition shown of the committee's work, some definite follow-up. Nothing is more discouraging to a committee member than to work hard in order to produce a report or recommendation only to have the results go disregarded. If a committee's report or recommendations are not followed, then specific reasons should be given as to why they are not.
>
> 5. The chief administrative officer must be prepared to back up

the committees, to insist upon their completing the assigned work, and to receive the report with an open mind. He must be prepared to examine the report fully and to consider it seriously even though it might be counter to his own opinion or philosophy.

6. There should be specific administrative and organizational regulations concerning all committees. Some which can be helpful are:

a. The committee, if a permanent one, must have continuity. Some of the members should be carried over from year to year. On a committee of five, at least two should be held over with three new members.
b. At least three persons on a five-member committee should have served on the faculty for at least one year, with not more than two new faculty members.
c. Frequently it is wise to allow a chairman to preside for two consecutive years; however, he should not serve longer unless it is a semi-permanent committee appointed to perform a function lasting through several years.
d. No member of a committee should remain on the same committee longer than three years.
e. Members of committees should be required to attend committee meetings just as they would faculty meetings.
f. Minutes should be kept of every meeting.
g. Each faculty member should be given a chance to indicate the committee or committees on which he wishes to serve.

7. There should be a clear understanding that the chief administrative officer has the authority to veto or over-ride a committee report; however, it should be equally understood that he will give specific reasons for doing so.[12]

Within the above framework, the Public Relations Committee is one of eight committees that comprise such a vital part in the government and administration of Pensacola Junior College. The specific purpose and function of the Public Relations Committee is to suggest policies and regulations concerning all public relation activities of the college. Such recommendations are submitted to the president.

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[12] Henry L. Ashmore, "The Committee in Administration," Junior College Journal, September 1958, Vol. 29, pp. 40-41.

The application of the committee system at Pensacola Junior College has resulted in not only a better understanding by the faculty of the total administrative organization policies, but also greater efficiency due to the faculty members' assuming more responsibility. This in turn has given the faculty members greater respect for themselves as they realize the responsibility placed upon them. As the faculty members have assumed more responsibility in the administration of public relations, as well as the other phases of college administration, the president has been allowed greater opportunity to do more planning, to work with the faculty in groups, and to work more directly with the public.[13]

In any type of organization, the effectiveness of the program depends largely on the amount and type of administrative leadership it receives. California junior colleges have been rapidly moving toward the committee-type organization. Many of the authorities in the pilot survey indicated that they followed the general organizational plan of the Junior College Public Relations Handbook. Somewhat different from that in use at Pensacola Junior College, the California system listed the various phases of public relations, each phase directed by a faculty member, and the whole coordinated by the Director of Community or Public Relations. Figure 1 shows the committee presided by the president or chief administrator of the college. Directly under the President is the Director of Public or Community Relations, whose principle responsibility is to coordinate all areas and functions of public relations. The four general phases that are represented in the committee are Public Information, Community Services, Special Events and Internal Public Relations. Public Information includes newspaper, magazines, other publications such as catalogues and brochures, and radio and TV. The Chairman of the Journalism Department could very aptly serve as director of this area. The director of extension or evening classes could appropriately act as director of community services, covering such activities as public events, exhibits, tours, open house, speakers bureau, community use of college facilities, community recreation, citizens committees, films and slides. The special events area, consisting of commencement, special ceremonies and conferences, could very well come under the leadership of the Director of Student Activities. Internal public relations comprises the alumni, the administration, faculty and staff, board of trustees, students and patrons. The Dean of Instruction is in an apposite position to direct this area

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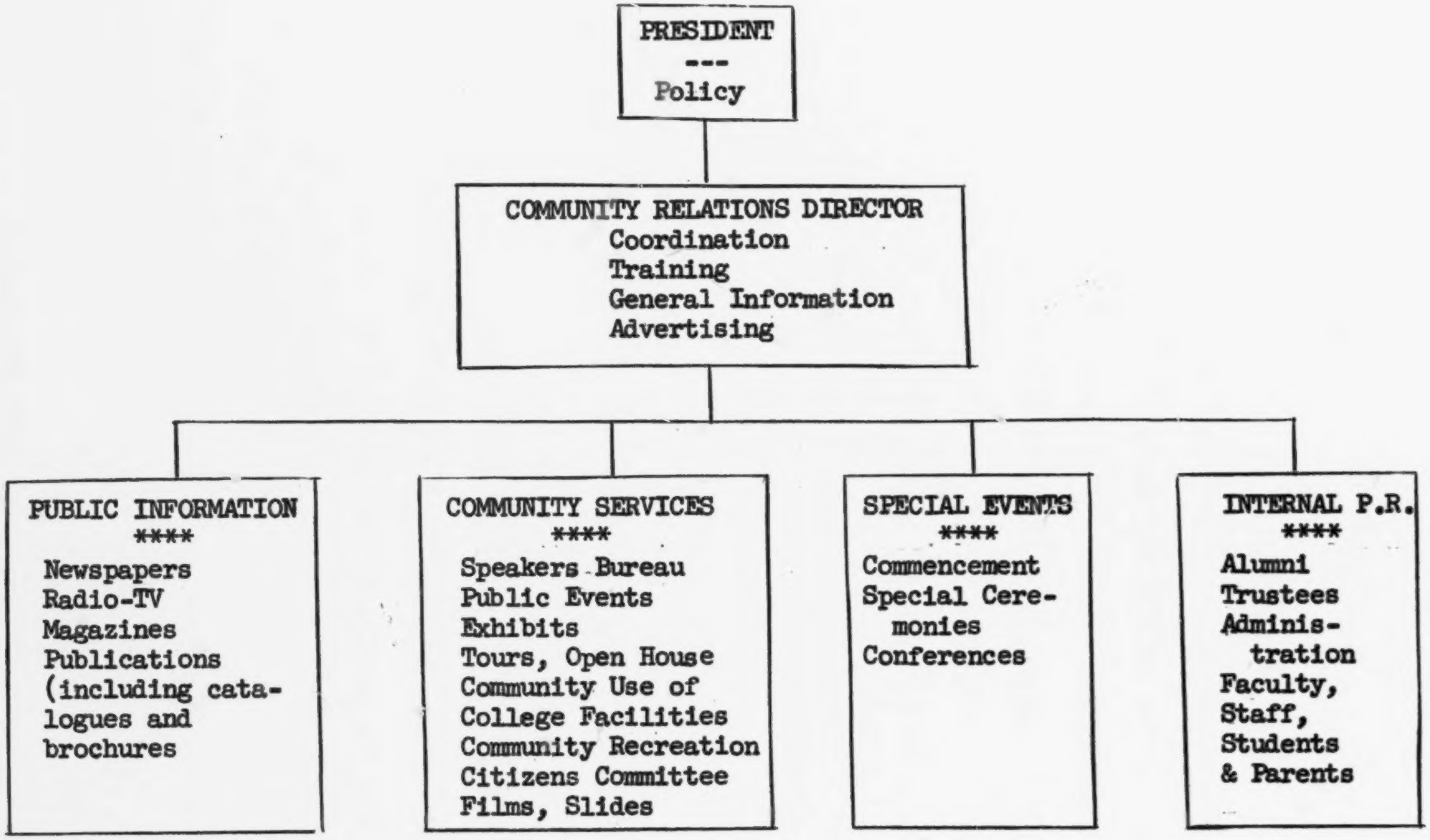
[13] *Ibid.*, p. 42.

As was indicated by many of the respondents, the extensiveness of the committee-type organization described in Figure 1 was determined by the size of the college. The larger colleges indicated the use of several assistant directors in each area; whereas the smaller colleges combined the functions of the various areas under the responsibility of one or two persons. A respondent of the pilot survey, Esther Davis, outlined the organizational pattern of Los Angeles Valley College as consisting of (1) the College President, (2) Dean of Instruction, (3) Dean of Admissions and Guidance, (4) Dean of Evening Program, (5) Dean of Special Services, and (6) Assistant Dean of Activities. The total committee was coordinated by the respondent who is the Director of Community Relations.


PRESIDENT

Policy
COMMUNITY RELATIONS DIRECTOR
Coordination
Training
General Information
Advertising
PUBLIC INFORMATION
****
Newspapers
Radio-TV
Magazines
Publications
(including catalogues and
brochures
COMMUNITY SERVICES
****
Speakers Bureau
Public Events
Exhibits
Tours, Open House
Community Use of
College Facilities
Community Recreation
Citizens Committee
Films, Slides
SPECIAL EVENTS
****
Commencement
Special Ceremonies
Conferences
INTERNAL P.R.
****
Alumni
Trustees
Administration
Faculty,
Staff,
Students
& Parents

Figure 1. Organizational Chart of Committee Type Pattern, Public Relations Administration[14]

[14] Alexander Streloff, Guide to Public Relations for Junior Colleges (Southwestern Publishing Col: Chicago, 1961), p. 15.

In addition to the general organizational pattern of Figure 1, Harlacher indicated the value of a citizen's committee to assist in the community-service program. Such a committee consisting of school administrator, faculty members, local newspaper editors, representatives from schools, business and industry, social, fraternal and service groups, and representatives from the college's many publics, could serve to determine community needs and advise the adminstration on the scope of the community service program.[15]

Variations of the committee organizational pattern were indicated by a number of respondents in the general survey. The public relations program of Weber College, Utah, included all departments of the college, directed by the publicity committee, and coordinated by the Director of Public Information. The Director of Public Information was in turn responsible to the President for the effective functioning of the publicity committee.

The Bronx Community College in New York followed a similar pattern, but with the organization of a cabinet. The channel of responsibility in that organization came from the President to the Dean, and in turn to the Assistant for Public Relations. The Dean and his Assistant then worked in conjunction with the cabinet and faculty in carrying out the public relations program.

Still another and more simplified variation of the committee pattern was indicated by The Church College of Hawaii. Directly under the president was the Chairman of the Community Services Committee. The chairman and his committee directed the full public relations program of the college.

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[15] Ervin L. Harlacher, "Community Services in California Public Junior Colleges." Unpublished Report, 1960, p. 19.

In contrast to the extensive organizational pattern of the committee type public relations administration, the organizational patterns of many of the respondents were extremely simplified. Several of the respondents expressed no need for an organizational chart when they carried the full responsibility for the total public relations program. Others simply charted their organizational pattern from the President to the public relations officer, to the college's publics, both external and internal.

A number of colleges indicated a division of public relation responsibilities among various members of the faculty, but with little or no coordination in the overall program. Others stated that the public relations of each department was the responsibility of the head or chairman of that department. The president, in most cases, carried the responsibility for any general public relations problems.

Between these two extremes of organizational patterns, the survey revealed innumerable types and variations of public relations administrative structures. Among the respondents of the pilot survey, a popular organizational pattern placed the public relations officer in the position of vice president or assistant to the president in charge of public relations. The flow of responsibility thence continued to the various department heads and division deans. Another similar type of organization placed the public relations officer as an assistant to the president, or member of the administrative council, whose sole responsibility comprised all areas of public relations, and who was responsible directly to the president. An example of this pattern of organization is shown in Figure 2, the organizational chart of Everett Junior College, Washington.

In a number of colleges the vice president acted in addition to administrative functions in the absence of the president, as coordinator of the different areas of public relations. Monticello College, Illinois, gave an example of this type of coordination. The organization chart showing the structure and pattern of coordination can be seen in Figure 3.

Where the president himself assumed the responsibility of public relations for his institution, which was the case in forty-three of the total responses, the absence of a special public relations officer did not prevent an efficient organizational structure. In fact, as pointed out by a number of respondents, where the added responsibility fell upon the chief administrator, an efficient organizational structure was even more requisite. Such an organizational structure is seen in Figure 4, the organizational chart of Wentworth Institute, Massachusetts. This is an example of coordination of public relations where the size of the institution requires not one, but several to comprise the public relations personnel. Although Wentworth Institute has an enrollment of between one and two thousand, the same type of organizational structure were reiterated in the responses from a number of smaller colleges.

By far the most common, though perhaps not the most desirable, was the type of organization, or perhaps lack of organization, in which the public relations officer carried a full, or at the least, a part-time

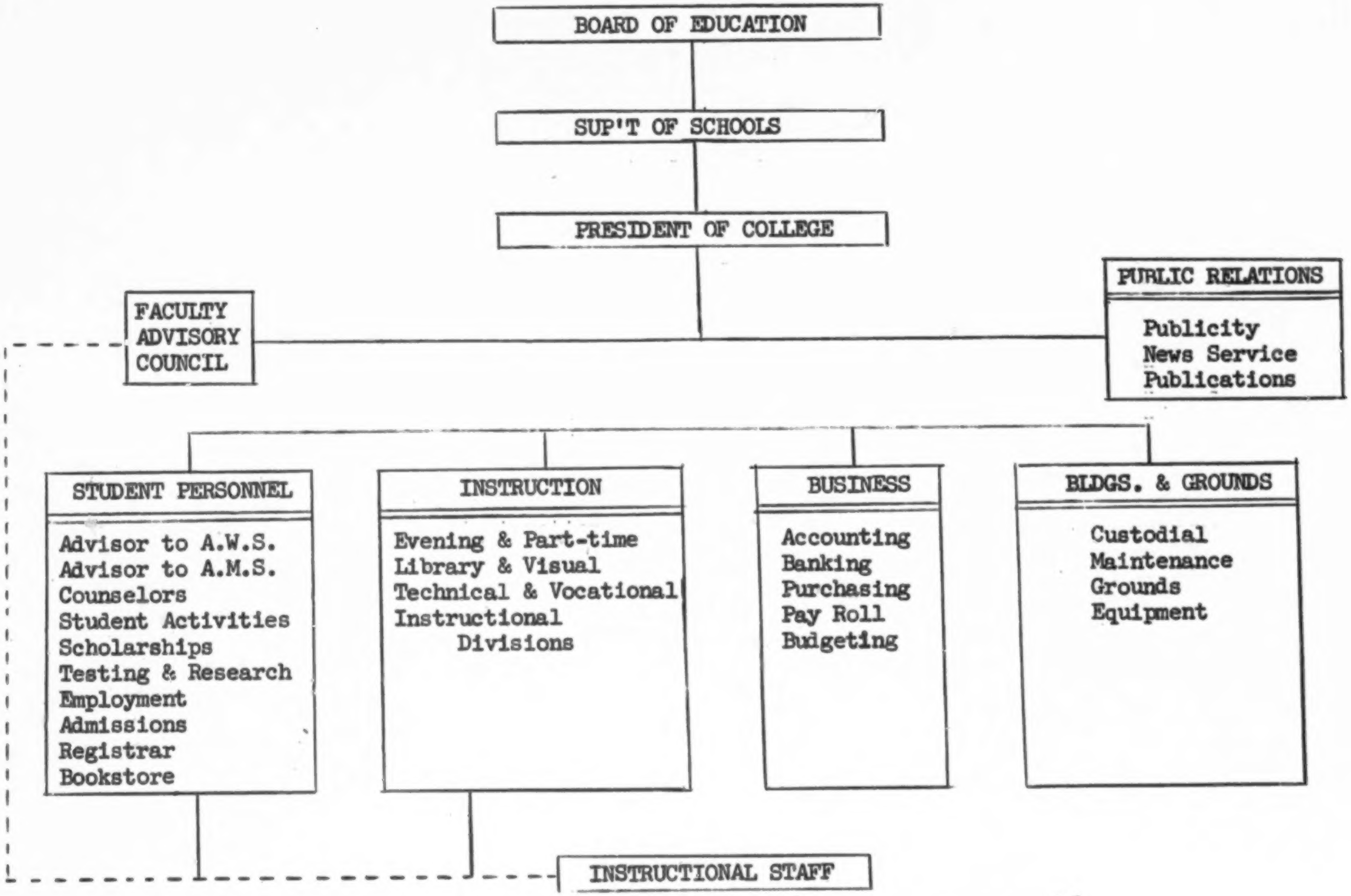
BOARD OF EDUCATION
SUP'T OF SCHOOLS
PRESIDENT OF COLLEGE
FACULTY ADVISORY COUNCIL
PUBLIC RELATIONS
Publicity
News Service
Publications
STUDENT PERSONNEL
Advisor to A.W.S.
Advisor to A.M.S.
Counselors
Student Activities
Scholarships
Testing & Research
Employment
Admissions
Registrar
Bookstore
INSTRUCTION
Evening & Part-time
Library & Visual
Technical & Vocational
Instructional Divisions
BUSINESS
Accounting
Banking
Purchasing
Pay Roll
Budgeting
BLDGS. & GROUNDS
Custodial
Maintenance
Grounds
Equipment
INSTRUCTIONAL STAFF

Figure 2. Relationship of Public Relations in Total Administrative Structure[16]

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[16] The Organization Chart of Everett Junior College, Everett, Washington

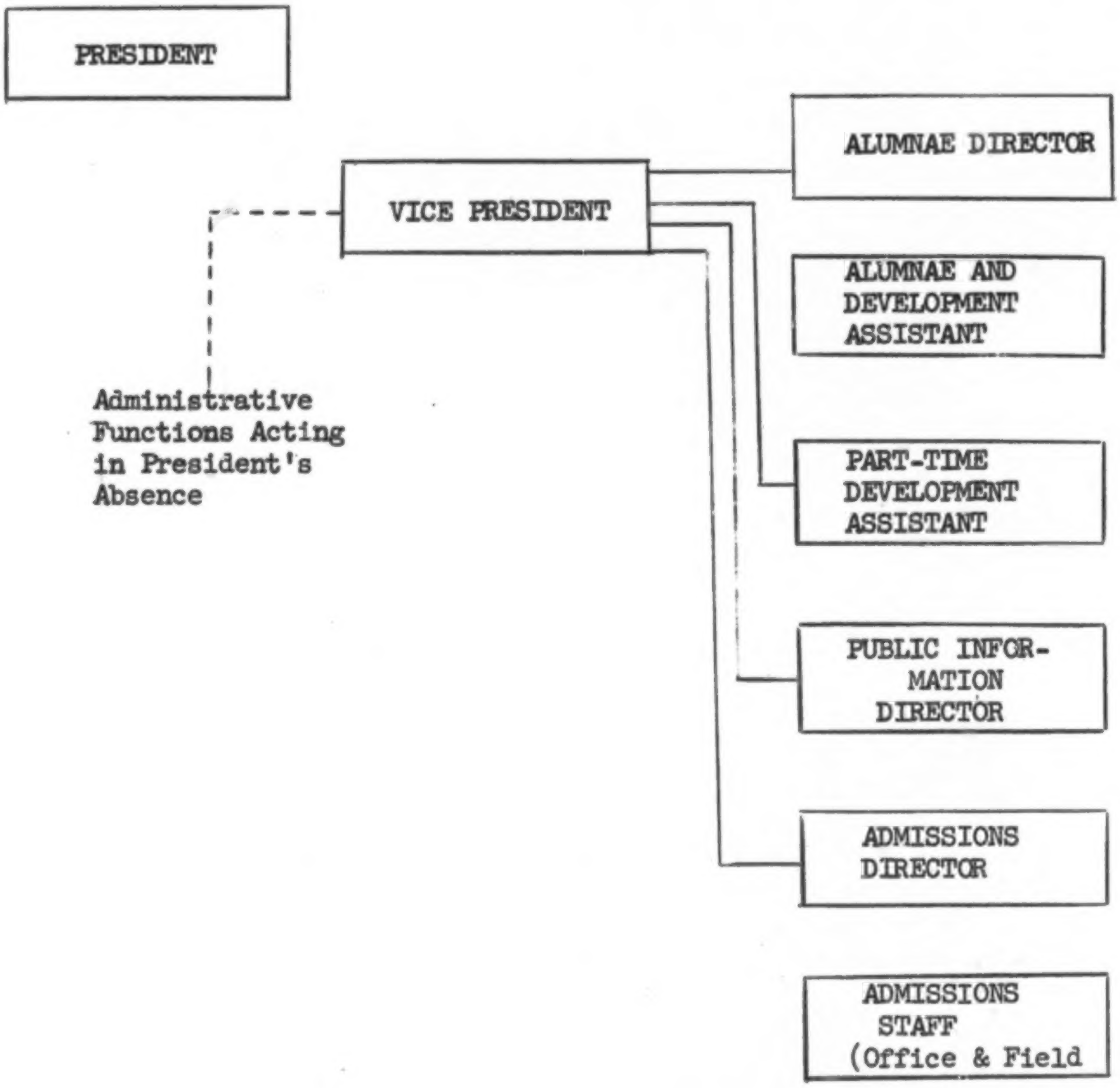
PRESIDENT
VICE PRESIDENT
Administrative Functions Acting in President's Absence
ALUMNAE DIRECTOR
ALUMNAE AND DEVELOPMENT ASSISTANT
PART-TIME DEVELOPMENT ASSISTANT
PUBLIC INFORMATION DIRECTOR
ADMISSIONS DIRECTOR
ADMISSIONS STAFF (Office & Field

Figure 3. Organizational Chart Indicating Pattern of Coordination of Public Relations Areas Under the Vice-President[17]

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[17] The Organizational Chart of Monticello College, Alton, Illinois.

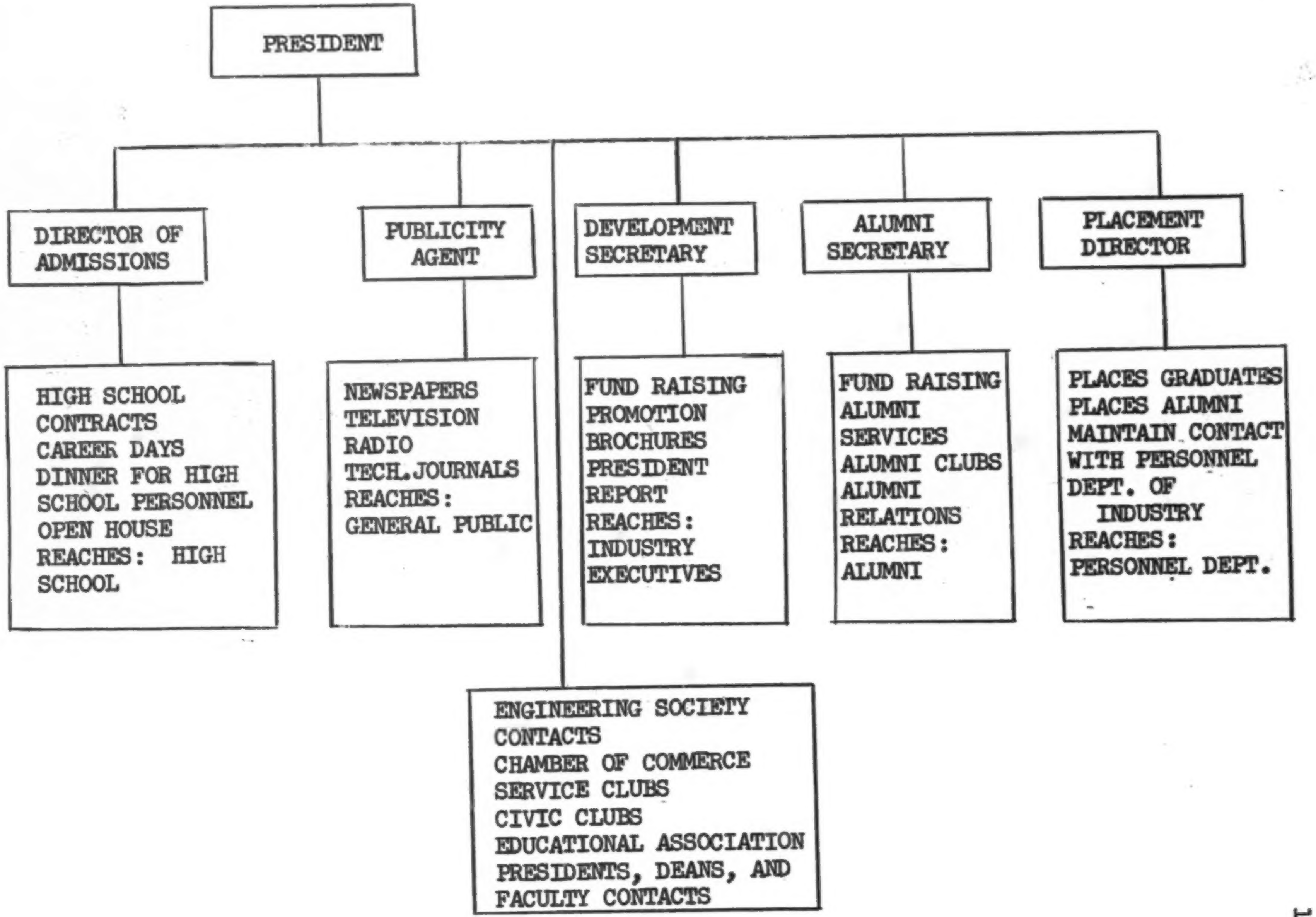
PRESIDENT
DIRECTOR OF ADMISSIONS
PUBLICITY AGENT
DEVELOPMENT SECRETARY
ALUMNI SECRETARY
PLACEMENT DIRECTOR
HIGH SCHOOL CONTRACTS
CAREER DAYS
DINNER FOR HIGH SCHOOL PERSONNEL
OPEN HOUSE
REACHES: HIGH SCHOOL
NEWSPAPERS
TELEVISION
RADIO
TECH.JOURNALS
REACHES: GENERAL PUBLIC
FUND RAISING
PROMOTION
BROCHURES
PRESIDENT REPORT
REACHES: INDUSTRY EXECUTIVES
FUND RAISING
ALUMNI SERVICES
ALUMNI CLUBS
ALUMNI RELATIONS
REACHES: ALUMNI
PLACES GRADUATES
PLACES ALUMNI
MAINTAIN CONTACT WITH PERSONNEL DEPT. OF INDUSTRY
REACHES: PERSONNEL DEPT.
ENGINEERING SOCIETY CONTACTS
CHAMBER OF COMMERCE
SERVICE CLUBS
CIVIC CLUBS
EDUCATIONAL ASSOCIATION PRESIDENTS, DEANS, AND FACULTY CONTACTS

Figure 4. Organizational Chart Indicating Pattern of Coordination of Public Relations Under the President[18]

teaching load in addition to the many responsibilities of public relations. As will be discussed later in more detail, the problem of coordination and organization of public relations functions was second only to the problem of inadequate funds in the conclusions of the total survey. Yet, as many administrators are already aware, an efficiently organized public relations program will not only enhance the public understanding of the college, but increase public support as well.

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[18] The Organizational Chart of Wentworth Institute, Boston, Massachusetts.

The type of organizational structure needed to warrant the efficient operation of the public relations functions must be determined by the individual institution in terms of size, faculty, community needs, and many other related factors. As Johnston stated, "A good administrative structure can't fail to make things run more smoothly."[19] He further cautioned, that because an off-beat administrative structure happens to work fairly well for one school, is no indication that a structure could not be improved upon to net more worthwhile results.[20]

> If a completely unorthodox system is getting results, no one can say what phenomenal things would result from a more manageable structure . . . The organization chart must never be an end in itself, but it is an effective means toward the end of realizing the institution's goals.[21]

The organization charts cited in Figures 1, 2, 3 and 4 are examples of sound and workable public relations structures. Additional examples are cited in Appendix IV.

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[19] W. Noel Johnson, _op. cit._, p. 18.

[20] _Ibid._

[21] _Ibid._

General Objectives and Goals

Among the basic principles of good public relations are continuity, long range planning, and balance. To achieve desired goals and objectives, one cannot overlook the importance of basing the policies of a public relations program upon such principles. In describing the principles upon which the public relations program of Foothill College, California, was based, Ervin Harlacher expressed the following:

> Public relations must be planned on a long-range basis if it is to obtain a favorable climate between the institution and its community. For public relations does not reap immediate results.
>
> The program must be continuous. A successful public relations program is not turned off and on. Too many colleges still think of public relations as emergency medicine to be used after the horse is out of the stable . . .
>
> The program must be properly balanced so that each aspect of the college program receives its proper share. Often academic areas play second fiddle at best to extra-curricular activities in news coverage.

In light of the foregoing principles, the objectives of the public relations program of Foothill College are tenfold. They are:

1. To further the aims of Foothill College in every way possible.
2. To create and maintain a better understanding of higher education in general.
3. To build and keep prestige for Foothill College through understanding and support.
4. To keep the public informed of the use of public funds, of worthwhile college activities, and of individual and of group accomplishments.
5. To acquaint prospective students with Foothill College and its offerings.
6. To cultivate and help maintain esprit de corps among faculty and staff members, students and alumni.
7. To promote better perspective in public attitudes regarding student affairs and activities, including intercollegiate athletics.
8. To furtherFoothill College's position as an integral part of the community, a cultural center, and a leader in community progress.

9. To interpret actions, good and bad, in such a way that the public will have an appreciation for achievements and understanding for the problems of the college.
10. To smooth the transition between high school and college by developing correct attitudes concerning Foothill on the part of prospective students.

Many of the authorities in their personal replies stressed the need for establishing and understanding basic policies and specific goals as the framework for successful public relations. Such goals should not be the end product of the public relations program, however, but the means to an end, the end product of which is successful total education and community inter-relationship. Table II shows the correlation between the numer of schools with established goals and those with well-organized programs, particularly in the pilot and public colleges.

Although the number of colleges having established public relations goals was less than the number having well organized programs, the goals themselves were very enlightening. Reflective of the progressive direction of public relations of junior colleges in general, the goals and objectives indicated a broader scope and coverage than publicity alone would imply. A number of respondents indicated as their goals, "to keep in the public eye;" "to achieve as much newspaper and radio publicity as possible;" "to keep our publics informed at all times as to our school activities." A much greater number, however, stressed the importance of not only publicity and information, but interpretation as well. Many of the colleges were of the opinion that to stimulate the support of the college by the many publics, a true interpretation of not only the individual college itself, but the role of the junior college in the world of higher

TABLE II

GENERAL TREND AND EXTENT OF ORGANIZED PUBLIC RELATIONS PROGRAMS IN JUNIOR COLLEGES

Characteristics of Public Relations Program	Pilot Survey		Public Junior Colleges		Private Junior Colleges		Total	Percent of Total
	Number	Percent	Number	Percent	Number	Percent		
Formally Organized Public Relations Program	12	57.1	32	26.2	41	45.5	85	36.5
Specific Goals Established	13	61.9	32	26.2	29	32.2	74	31.7
Definite Organization or Flow of Administration; Responsibility	12	57.1	50	40.9	37	41.1	99	42.0
Basic Philosophy of:								
(a) Information and Publicity	3	14.3	31	25.4	23	25.5	57	24.4
(b) Educational Interpretation	1	4.7	4	3.2	6	6.6	11	4.7
(c) College-Community Interaction	4	19.0	3	2.5	2	2.2	9	3.8
(d) Combination of (a), (b), & (c)	5	23.8	25	20.5	15	16.6	45	19.3
(e) Combination of (a), and (b)	1	4.7	11	9.0	13	14.4	25	10.7
(f) Combination of (a) and (c)	2	9.5	24	16.6	7	7.7	33	14.1
(g) Other Combinations or Philosophy	1	4.7	3	2.5	11	12.2	14	6.0
Specified Budget or Expenditure:								
$ 100.00 to $ 499.00	2	9.5	8	6.5	2	2.2	12	5.1
500.00 to 999.00	0	0	6	4.9	0	0	6	2.5
1,000.00 to 4,999.00	5	23.8	30	24.5	16	17.7	51	21.9
5,000.00 to 9,999.00	2	9.5	8	6.5	7	7.7	17	7.3
10,000.00 to 14,999.00	0	0	3	2.5	7	7.7	10	4.3
15,000.00 to 19,999.00	1	4.7	1	.8	6	6.6	8	3.4
20,000.00 and over	0	0	0	0	11	12.2	11	4.7
No Specified Budget	4	19.0	35	28.7	20	22.2	59	25.3

education, must be given. Westbrook Junior College in Maine, representative of many similar opinions, listed the following goals:

> To work to create a positive picture of the value of the institution in the public mind; to clarify for both our own people and for the general public the special objectives and functions of Westbrook as a junior college for women; to interpret specifically in terms of what the College, as an educational agency, can do to promote an understanding and support of higher education for women; to give leadership in the over-all twenty-year development program of the College in order that on its 150th anniversary the goals of this long-range program may be seen to have been achieved.

The technical and trade schools had a unique problem in interpreting the place of their institutions in higher education. Because the objectives of the school differed from other junior colleges, the goals and objectives of their public relations program necessarily stressed the interpretation of the objectives of the school as a whole.

North Dakota State School of Science listed the threefold objectives of that institution:

> The Junior College Division provides complete freshman and sophomore curricula in the Liberal Arts, Pre-Commerce, Pre-Education, Pre-Engineering, Pre-Professional, Home Economics, and Journalism. . .
>
> The Business School has as its objective the development of skills and personal qualities necessary in the modern business world . . .
>
> The Trade-Technical Division seeks to give each student a working knowledge, practical skill, and related technical instruction in skilled trade and technical fields.

A similar college, Ohio College of Applied Science, stressed the pertinent position of interpretation in the public relations policy of that school:

> We intend to (1) interpret the technical institute concept as an integral part of higher education, (2) offer the graduate tech-

> nician as an indispensable member of the engineering-scientific team in industry and elsewhere, and (3) promote the Ohio College of Applied Science as an academically-sound institution, as a college-level element in the educational community, and as a vitally important element in the economic community.

Wentworth Institute in Massachusetts very briefly, but concisely, expressed their goals in the following statement: "We plan to thoroughly acquaint the people of New England with the educational work of technical institutes in general and Wentworth Institute in particular."

Adding to the concept of interpretation, Milwaukee School of Engineering incorporated within their policy, the importance of climate in their public relations. Quoting the objectives of that institution:

> The activities of the Public Relations and Development Division of the Milwaukee School of Engineering are planned to achieve three major objectives, namely:
>
> 1. Build prestige for MSOE by gaining acceptance and better understanding of technical higher education and the concentric system by making known the services available through the School;
> 2. Maintain a stable enrollment of qualified students in the day and evening divisions.
> 3. Aid in developing a suitable climate for long-range financial support.

Not only the technical colleges, but community colleges and private colleges alike recognized the importance of interpreting the true image of the institution to the community. In so doing, many institutions listed as their objectives of public relations, the very objectives of the school itself. Santa Ana College in California, an exemplary community college with a progressive public relations and development program, has enumerated the following basic objectives of the college:

> To provide learning experiences which will enable the individual
>
> 1. To achieve occupational success.

2. To develop a high state of civic consciousness and responsibility.
3. To function effectively as members of groups and of their society.
4. To better understand the natural world and man's place in it.
5. To develop sensitivity to beauty, order, harmony and fitness.
6. To become aware of the unique quality of American Democracy, how it developed, what it is, how it differs from other forms, and how it can be lived.
7. To work out a personal philosophy of life which will be in harmony with factors affecting his life.

In addition to the basic principles of public relations already mentioned, continuity, long-ranged planning, and balance, a most important principle is one too often overlooked. That is the principle of community reciprocation, or as many authorities have termed, "the two-way street of public relations." Recognizing the importance of this concept in a public relations program, a number of respondents, particularly those of the pilot survey,expressed the factor of reciprocal direction in the objectives of their public relations programs. Although not of the pilot survey, but nevertheless retaining a very outstanding and exemplary public relations program, Roger Williams Junior College in Rhode Island expressed the following:

> The desired end results of all the labors of the Public Relations and Development Office should be increased appreciation, understanding and financial support of Roger Williams and its goals by all segments of the Rhode Island and nearby Massachusetts communities from which we draw our raw materials and to which, after they have been shaped and molded, we give back our finished products.

Similarly, in the recognition of the importance of the community to the achievement of the objectives of the college, the overall policy for the thirteen junior college branches of the Pennsylvania State University stressed this point.

> Each one of the 13 directors handles the public relations of his campus or center, always keeping uppermost the mission of the University not only as a land grant institution of Pennsylvania but also our obligation to all the citizens of the Commonwealth. Keeping these two facts in mind, we must always be alert in our public relations, to the needs of all the people of Pennsylvania.[22]

Very simply stated, the Eastern Arizona Junior College, a respondent of the pilot study, based their public relations program on the principle that an informed public studentbody and faculty will present the college picture truthfully and accurately only insofar as the Public Relations Committee and the college reciprocates with them. Thus, the two-way street must take into consideration internal as well as external publics.

Deon Holt, Director of Public Information, of American River Junior College expounded further on the two-way aspect of public relations. Representative of the outstanding and progressive public relations programs, the American River Junior College established the following policy upon which the public and community relations program is based:

> The first responsibility of American River Junior College is to operate a sound educational program which meets the post-high school needs of the community it serves. This is possible only if there is wide understanding and support of the college. Therefore, the educational program must be supplemented by a comprehensive community relations program working continuously to provide information and interpretation concerning the college to every facet of the extended college community . . .
>
> The purposes and programs of American River Junior College are the purposes and programs of the collective citizenry of the college district. To remain sound, the American River Junior College educational program must change as the needs of the community change. Therefore, the community relations program of the college must operate as a two-way street. In addition to providing a continual flow of information and interpretation to the community, the program

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[22] Personal correspondence of the author, letter from Robert E. Eiche, Director, Altoona Campus, Pennsylvania State University, May 5, 1961.

must have provision for a constant return flow of information from the community to the college.

Awareness of the need of constant change and revision was indicated also in the response from the State University Agricultural and Technical Institute at Farmingdale, New York, one of the pilot survey participants. Stated as an overall policy with the list of responsibilities of the public relations officer, was "the reorganization and administration of the Institute's Public Relation program. His interests will encompass the entire Institute program." In view of the dynamic characteristics of public relations, the policies and objectives of the public relations program were constantly being revised.

Just as other phases of public relations must be adapted to the individual college, the goals and objectives also must consider the individual needs of the institution and community to which that institution belongs. This was expressed in the following statement from a former District Director of the American College Public Relations Association.

> I think the Public Relations program will necessarily vary with the type of institution, private or state supported, church-affiliated or non-denominational, etc. Obviously the size of the college operation will also affect the determination of the public relations functions requiring that the college administrator in a small institution have responsibility for functions other than that of public relations, restricting these activities.[23]

Exemplification of this fact is the basic philosophy underlying the public relations program of Catherine McAuley College in New York. Although the respondent indicated that because of the very nature of the institution, the scope and intensity of a public relations program was necessarily limited, every indication of the program itself bespoke of a very extensive and exemplary community relationship. The objectives and philosophy underlying the broad program of community service were stated as follows:

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[23] Personal Correspondence of the Author, letter from Earl C. Coulton, Director, Public Relations, Gulf Park College, Mississippi, April 25, 1961.

> The education of the whole man for time and eternity is the aim of all Catholic education . . .
>
> (1) Foster the love of God and fellowmen; (2) Develop the intellect; (3) Train and strengthen the will; (4) Promote a deep respect and filial devotion to our beloved country; (5) Awareness of and union with the Mind of the Church in all areas; (6) Ready spirit of cooperation with clergy, sisters, parents, community agencies, etc.; (7) Sound intercultural relations and democratic spirit; (8) Respect and love for our students and their individual personalities; (9) Elasticity of teaching approach, willingness to use a variety of teaching media and techniques; (10) Desire for scholastic improvement and cultural growth, willingness to study and improve our teaching qualifications.

Whatever the goals and objectives of the public relations program itself, or the institutional policies governing the public relations practices, the most fundamental aspect of any public relation is again repeated. Quoting the Director of Altoona Branch, Pennsylvania State University, from his opinionnaire, "The best public relations job we can do is to do a sound educational job. If we do this, the public relations will take care of itself."

Basic Philosophy of Public Relations

Not only is the type of public relations program and its basic policy and objectives dependent upon the size and characteristics of the institution, but is determined also to an even greater extent by its basic philosophy. The close affinity of the basic philosophy to the established goals of an institution's public relations was brought out in the survey. In the questionnaire submitted to the participants, three major basic philosophies were listed. They were (1) Information and publicity; (2) Educational Interpretation; and (3) College-community interaction. Each participant was requested to indicate which of the three or any combination of the three was the basic philosophy of his public relations program or activities. In the event that none of the three or combination thereof was applicable, the participant was asked to list separately the basic philosophy of his institution's public relations. Table II on page 115 presents in tabular form the most popular to the least popular philosophies.

Although there was a gradual trend toward more extensive community relations and integration, the general survey indicated the emphasis that was placed upon publicity and information as the prime public relations factor. Only in the pilot survey did publicity stand third in the number of schools having that basic philosophy. The fact that the combination of publicity, educational interpretation and college-community interaction was listed as most popular in the pilot survey, and second only to publicity in both the public and private institutions, indicated the awareness of need for balance in a well-organized public relations program. Although more than half of the colleges based their public relations upon a philosophy of publicity, or combination of publicity and community interaction, only 3.8 per cent of the total survey recognized community interaction alone as a basic philosophy. Thus, as college-community interaction is coming into recognition and acceptance in college public relations, it is not replacing publicity, but supplementing it to provide the long-needed balance.

As indicated in Table II, other philosophies or combinations of philosophies accounted for the basic philosophy of 6 per cent of the total responding colleges; 4.7 per cent of the pilot, and 2.5 per cent of the public colleges, but in contrast, 12.2 per cent of the private colleges. Of these other philosophies, the most widely expressed was new student promotion. An interesting interpretation of the relationship of public relations and new student promotion was reflected in the survey. Several respondents expressed that because the school was not seeking new students there was no need for public relations. In contrast, because of the need for expanded enrollment, new student promotion was the basic philosophy for a number of public relations programs.

In addition, other philosophies included fund raising, major events, college-church interaction, social activities, and good will and friendship. It was interesting to note that whenever such philosophies were combined with any of the listed basic philosophies, it was usually in combination with publicity, following the counsel of the Master Teacher, "No man, when he hath lighted a candle, putteth it under a bushel, but on a candlestick, that they which come in may see the light."

Public Relations Expenditures

As a segment of the total public relations practices, a survey of the budgets and expenditures for public relations showed a wide variance throughout the nation and between public and private colleges. Although the participants were requested to list the actual budget or amount of expenditure, the results were tabulated in categories of five hundred and five thousand dollar spans. Interpolation of the figures given in Table II, page 115, will be necessary for a more valid understanding. In the general survey, the combined private and public college surveys, the category which listed no specified budget comprised one-fourth of the colleges. This, however, should not be interpreted to mean that all such institutions had no funds on which to operate. Some institutions operated on a limited amount that was not established as a budget. A number of the respondents indicated that the expenditures for public relations were listed in budgets of other departments. Others stated that although there was no established budget, the department was allowed certain minimum operational expenses.

A wide difference of interpretation of the question as well as variance in definition of public relations accounted for a wide discrepancy in the budgetary amounts of the different institutions. Although the one thousand to five thousand dollar category was most widely indicated by all three types of institutions, the private colleges reflected an almost equal percentage in the twenty thousand dollar and over category. This can, perhaps, be accounted for if the salaries of the public relations personnel were included. Many respondents of the lesser budgetary range indicated that the stated amount was without salaries. Others specified that the stated budget included only certain items, other costs being included in other departmental budgets. Thus, a true determining of the amount allowed or spent in public relations was difficult to achieve. However, within the considerations given above, the results of the survey as presented in Table II depicted a general picture of the budgetary trend in public relations. More institutions are now acknowledging that monies spent for public relations yield proportionately greater profits in the many phases of public support.

III. PROFILE OF THE PUBLIC RELATIONS OFFICER

Several years ago there appeared in an educational journal, a cartoon depicting the popular concept of a college public relations man. The school business manager saw him as a spendthrift; the faculty saw an ear-to-the-keyhole eaves-dropper. He appeared as a stunt and slight-of-hand huckster to the students, but to the president, he was merely a harmless, somewhat eccentric character. Too often today, the public relations officer in the junior college is viewed in such a misconceived light, regardless of the fact that most public relations persons are diligently working for the advancement of their school and the community it serves.

To ascertain a true picture of the public relations officer, his background, and his status, this area was included in the survey of junior college public relations. The conclusions of the survey depicted the growing role and acceptance of the college public relations officer.

What's in a Name?

One of the more significant factors determined by the survey was the wide variance of titles used. The significance lay not in the titles, themselves, but in the mutually agreed responsibilities of the officers. For whether the officer carried the title of journalism instructor, publicity director, or president, his was the task of serving as liaison between the college and its many publics. The interest in the number of titles used lay in the affinity with the basic philosophies of the relative programs. It was found in the survey, where the title of publicity director, director of news bureau, director of public information, and similar titles were used, the basic philosophy and thus the activities and functions were usually exercised in terms of publicity and information. Not all cases, however, followed this pattern. A few very fine and well-balanced programs were coordinated by a director of public information or similar title.

The comparison of the three divisions in the survey, as shown in Table III, the pilot study, the private colleges and the public colleges, showed almost no agreement in the titles used to designate the public relations officer. In the pilot study, the two most popular titles used were in terms of publicity or public information. While the private colleges, perhaps because of the comparative recency of public relations organizations in those institutions, favored the titles in terms of community or public relations. Following the same percentage pattern, but in an entirely different term, it was found that 36 per cent of the public colleges listed the president or vice president as carrying the responsibility of the public relations of the institution. In actual count, thirty-five of the forty-four administrators indicated in Table III were presidents or chief administrators of the school. The remaining nine were vice presidents, or administrative assistants to the president, in many cases designated as "in charge of community relations," or "in charge of development." Of the total sixty-six presidents or vice presidents who carried the load of public relations, forty-three were actually heads of the institution. An interesting comparison to the number of presidents carrying the public relations responsibilities in junior colleges may be made to the survey conducted by the American College Public Relations Association in 1953, among member colleges and universities.[24] Of the 390 responses to that survey twenty-two or 6 per cent named the president of the institution as specifically involved in the handling of public relations. In all instances of that survey, school enrollment was less than a thousand. In contrast, 18.4 per cent of the 233 junior colleges surveyed indicated that the president handled the public relations of his respective school. Of the forty-three schools which comprise the 18.4 per cent, five had an enrollment in excess of one thousand, six had an enrollment between a thousand and five hundred, and the remainder had enrollments less than five hundred.

It was interesting to note, in the extent of time spent by the public relations officer, that where the head administrator handled the public relations, less than 25 per cent of his time was devoted to such functions. Another significant factor indicated in the survey was the time spent by the pilot participants compared to those of the public and private schools. As was previously stated, the pilot institutions were selected on the basis of the authorities in the field of public relations. Thus, the fact that 66.5 per cent of the pilot respondents indicated a full-time or more-than-half-time-position, showed the close affinity to good organization and function of a public relations program. As indicated in Table III, page 128, more than 60 per cent of the public colleges spent less than half-time involved in public relations, whereas the private colleges

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[24] The Organization of Public Relations in American Colleges and Universities, American College Public Relations Association (Washington, D. C., 1953).

TABLE III

PROFILE OF THE PUBLIC RELATIONS OFFICER INDICATING TITLE AND BACKGROUND

Characteristics of Public Relations Officer	Pilot Survey		Public Junior Colleges		Private Junior Colleges			
	Number	Percent	Number	Percent	Number	Percent	Total	Percent Total
Title, Community, or Public Relations	5	23.8	26	21.3	33	36.6	64	27.4
Publicity or Public Information	8	38.0	21	17.2	7	7.7	36	15.4
Development or Alumni	0	0	0	0	6	6.6	6	2.5
President, Vice-President	5	23.8	44	36.0	17	18.8	66	28.3
No Title or Other Title	3	14.3	26	21.3	20	22.2	49	21.0
Public Relations Full Time	6	28.5	4	3.2	25	27.7	35	15.0
Public Relations Part Time								
75% of the Time	3	14.2	7	5.7	8	8.8	18	7.7
50% of the Time	5	23.8	23	18.8	14	15.5	42	18.0
25% of the Time	4	19.0	37	30.3	21	23.3	62	26.6
Less than 25% of Time	0	0	19	15.5	8	8.8	27	11.5
Professional Background								
Journalism	15	71.4	38	31.1	21	23.3	74	31.7
Education	5	23.8	50	40.9	34	37.7	89	38.1
Administration	2	9.5	50	40.9	38	42.2	90	38.6
Other	1	4.7	3	2.4	21	23.3	25	10.7

indicate 52 per cent of the public relations officers devoted full-time or more than half-time in the functions of public relations.

Preparatory Background

The professional background of the public relations man is changing to a marked degree. No longer is he considered just another reporter. True, reporting is one of his key responsibilities. As Fowlkes has described the college public relations man,

> He serves the university by tackling the problem of interpretation -- the interpretation of the university to the society from which it draws its support, and the interpretation of the needs and aspirations of its various publics to the university. His is the back ground of the city desk quite as much as the seminar. He has had few formal courses in educational administration and educational philosophy.[25]

Emerging from the world of journalism is a public relations officer who is quite as much at home academically and administratively as journalistically. Almost parallel to the American College Public Relations Association survey in 1953 of colleges and universities, in which it was found that 28 per cent of public relations qualifications were based upon journalism, the current survey of junior colleges disclosed that 31.7 per cent of the total respondents had a journalistic or related professional background. Further analysis, according to Table III, page 128, shows the private colleges with 23.3 per cent with that type professional background, and the public colleges with 31.1 per cent. In contrast to the public and private colleges, 71.4 per cent of the pilot respondents indicated a background in journalism. Educational and administrative backgrounds are still emerging as equally important as journalism in background experience for the modern junior college public relations officer. This was indicated by the responses in the survey relative to these two fields. In the public colleges education and administration were equal, each accounting for the background of 40.9 per cent of public relations officers. The private colleges showed that administration surpasses both education and journalism as professional background. An interesting disclosure in the survey of private colleges was the number of public relations officers with backgrounds other than the three prominent ones. Of the twenty-one so indicated, eight had a background of the ministry; five had industrial public relations or advertising, two listed radio, the remainder covered such varied backgrounds as telephone executive, Boy Scout executive, banking, and general education.

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[25] Clarence A. Schoenfeld, The University and Its Publics, (Harper and Brothers Publisher, New York: 1954), p. xii.

The educational background was equally enlightening in the resultant findings. Table IV indicates the modern public relations officer is no longer educated alone in the school of experience. More and more officers are seeking or have acquired higher degrees. Truly edifying and reflective of the need of a solid education is the fact that only five, or 2.1 per cent of the total respondents indicated a public relations officer with less than a bachelor's degree. Two of the five either have an associate degree or are working towards the bachelor's degree. Even the bachelor's degree claims only forty-four, or 18.8 per cent. Indicative of the need for higher education in all phases of the educational world, 42.8 per cent of the pilot survey and 45.0 per cent of the public colleges showed master's degrees as being held by their public relations persons. The private col-

TABLE IV

PROFILE OF PUBLIC RELATIONS OFFICER INDICATING EDUCATION AND EXPERIENCE

Characteristics of Public Relations Officer	Pilot Survey		Public Junior Colleges		Private Junior Colleges		Total	Percent Total
	Number	Percent	Number	Percent	Number	Percent		
Age Category:								
20 to 30 Years	3	14.2	13	10.6	14	15.5	30	12.8
31 to 40 Years	5	23.8	28	22.9	24	26.6	57	24.4
41 to 50 Years	7	33.3	34	27.8	27	30.0	68	29.1
51 to 60 Years	0	0	9	7.3	3	3.3	12	5.1
Over 60 Years	2	9.5	3	2.4	9	9.9	14	6.0
Years in Position of Public Relations Officer:								
1 to 5 Years	9	42.8	56	45.9	52	57.7	117	50.2
6 to 10 Years	4	19.0	11	9.0	14	15.5	29	12.4
11 to 15 Years	4	19.0	3	2.4	6	6.6	13	5.5
16 to 20 Years	0	0	3	2.4	2	2.2	5	1.2
Over 20 Years	1	4.7	3	2.4	4	4.4	8	3.4
Educational Background:								
No Degree	0	0	3	2.4	2	2.2	5	2.1
Bachelors Degree	3	14.2	8	6.5	33	36.6	44	18.8
Masters Degree	9	42.8	55	45.0	21	23.3	85	36.4
Doctorate Degree	5	23.8	21	17.2	5	5.5	31	13.3

leges show the same to a lesser extent, that of 23.3 per cent. The high extent of doctor's degrees in the public colleges, 17.2 per cent, may be accounted for by the number of presidents and head administrators handling public relations. However, the 23.8 per cent of the public relations officers holding doctorates in the pilot study is indicative of the high position accorded public relations people in the pilot institutions.

Equally amazing with the high level of education found among the public relations officers, is the comparatively young age group of which this field is composed. While, according to the findings indicated in Table IV, the age category of 41 to 50 years accounted for 29.1 per cent in the total tabulation, that indicated only a slight lead over the 31 to 40 age category, which is 24.4 per cent. The breakdown of the three types of institutions, pilot, public and private, parallels the total tabulation, indicating the two age groups most commonly represented as 31 to 40 and 41 to 50 years of age.

Public Relations Comes of Age

Indicative of the comparative newness of public relations in junior colleges were the findings relative to the years in which the public relations officer had held his position. With the exception of a few professional public relations officers who had previous experience in other institutions, the great majority had been in their present position five years or less. Of the public college respondents, 45.9 per cent indicated they had been in public relations five years or less, while the private college respondents indicated that 57.7 per cent of their public relations officers were equally new. The pilot study, however, reflected a larger per cent of more experienced personnel. While 42.8 per cent of the pilot respondents indicated only one to five years in their present position, 19 per cent of the respondents had held their positions six to ten years, and an equal number, eleven to fifteen years. Again, this was accounted for by the fact that the pilot survey was based upon such well-experienced authorities, to establish measurable criteria.

Status of Public Relations Officer

The question of status has long been a controversial issue in the role of the college public relations officer. Although his is the responsibility of interpreting and explaining school policy to the public, handicapped is the officer who has no voice or influence in the formulation of such policy. Aware of the growing importance of the public relations officer in the total administration of the institution, the present trend, as indicated in Table V, is toward the gradual acceptance of him on the administrative level. Just as there is a trend for the chief public relations coordinator to be given the position of Vice President, so also is there a trend for the public relations officer who is not a vice president to be recognized in an administrative role.

Responses made to this phase of the survey indicated that although 28.3 per cent of the respondents designated their public relations as the responsibility of the president or vice president, 51.9 per cent of the public relations officers were given administrative status in their positions. From such findings then, it appeared that almost as many public relations officers had administrative status without the position of president or vice president, as there were the latter handling public relations.

TABLE V

PROFILE OF PUBLIC RELATIONS OFFICER INDICATING STATUS

Characteristics of Public Relations Officer	Pilot Survey		Public Junior Colleges		Private Junior Colleges		Total	Percent Total
	Number	Percent	Number	Percent	Number	Percent		
Annual Basis for PR Position:								
9 Month Basis	3	14.2	16	13.1	5	5.5	24	10.3
10 Month Basis	3	14.2	22	18.0	1	1.1	26	11.5
11 Month Basis	4	19.0	6	4.9	6	6.6	16	6.8
12 Month Basis	7	33.3	49	40.1	60	66.6	116	49.7
Other Basis	0	0	0	0	2	2.2	2	.8
Status of PR Officer:								
Administrative	9	42.8	59	48.3	53	58.8	121	51.9
Administrative sans voice	1	4.7	14	11.4	15	16.6	30	12.8
Academic	7	33.3	19	15.5	7	7.7	33	14.1
Indefinite or Other	1	4.7	4	3.2	5	5.5	10	4.2
Location of PR Office:								
Administrative Department	11	52.3	62	50.8	56	62.2	121	55.3
Journalism Department	2	9.5	16	13.1	2	2.2	20	8.5
Other Locations	3	14.2	8	6.5	17	18.8	28	12.0

Indicative of the hesitancy of bestowing full administrative status upon public relations personnel, some respondents indicated an administrative status, but with no voice in the formulation of policies of the institution. Such limited administrative status was found in 11.4 per cent of the public colleges and 16.6 per cent of the private colleges. It was significant to note that among the pilot respondents only one public relations officer, representing 4.7 per cent, had limited administrative status.

The place of academic status was found in 33.3 per cent of the pilot institutions, but only 15.5 per cent of the public colleges. The private colleges indicated an even lesser percentage. Compared to the 58.8 per cent of public relations officers holding full administrative status, and the 16.6 per cent holding limited administrative status, only 7.7 per cent of the private colleges gave academic status to their public relations officers.

As indicated in Table V, of the total 233 responding colleges, ten or 4.2 per cent, indicated a status held by their public relations officers as neither administrative nor academic. While seven of the ten public relationists were given staff status, the remaining three were not of college status, but had extra-collegiate professions, a local newspaperman, a postmaster, and a community worker.

Further verification of the general trend toward an administrative status for the public relations officer was the actual location of the public relations department. Emerging from the journalism department where only 8.5 per cent of the total junior colleges still kept their public relations departments, the functions of the public relations of 55.3 per cent of the colleges eminated from an office or department in or near the administrative department. Showing the consistency among the three types of colleges, 52.3 per cent of the pilot institutions had their public relations department in the administrative department; 50.8 per cent of the public junior colleges followed the same pattern; and of the private colleges, 62.2 per cent located their public relations department in or near the administrative department.

Whereas it was presupposed that most public relations eminated from the journalism department, the total respondents indicated numerous other locations to the extent of 14.2 per cent for the pilot institution; 6.5 per cent for the public colleges, and 18.8 per cent for the private colleges. A total of 12 per cent of the colleges which indicated the location of their public relations department elsewhere was in contrast to the 8.5 per cent located in the journalism department, and 55.3 per cent located in the administrative department.

Interesting to note were the many unrelated as well as related locations within the college plant where the public relations departments were found. Among the responses to this particular phase of the survey, were such locations as the men's gymn, the student center, faculty office, converted old home, class rooms, secretary's office, and the post office. Evidence of the advancement and recognition of the role of public relations, four of the private colleges indicated having a separate public relations or communications building in which their departments were located.

Justification for administrative status is further evidenced by the findings of the survey regarding the annual basis for the public relations position. Table V on page 134, shows an interesting consanguity between the number of respondents who had administrative status, and those who filled a twelve-month position. Whereas academic positions are usually based upon a nine-month year, the general trend in junior colleges is a twelve-month year as the basis for the public relations officer, just as for other administrative officers. Analyzing Table V, the pilot survey revealed 42.8 per cent with administrative status, and 33.3 per cent based on a twelve month year. The public college indicated 48.3 per cent with administrative status, 40.1 per cent of whom were on a twelve-month contract. An even higher percentage was indicated by the private college in which 58.8 per cent had administrative status, with an even higher 66.6 per cent on a twelve month basis.

The Rewards of the Public Relations Officer

The rewards of education are not all extrinsic, nor can they all be calculated in the pay envelope. For if they were, limited would be the world of education. Such also is the plight of the educational public relations officer. The intrinsic rewards that come with the assurance of a vital task well done, often surpass the extrinsic compensation for such work. Evidence of this was revealed in the survey relative to the salary scale of the public relations officer.

The pilot survey, as indicated in Table VI, reflected a high standard salary scale among the public relations personnel. For notwithstanding that more than half the respondents indicated their salary based upon an academic rather than administrative scale, their salary range was generally higher than those of the public and private colleges. Of the pilot respondents, 19 per cent received an annual salary of $6,000 to $6,999, an equal number in the $8,000 to $8,999 range, and again in the $9,000 to $9,999 salary range. The salary scale indicated even higher salaries, up to $12,000, and $14,000 per annum for a select few. Indicative of the close parallel, the public college survey reflected generally the same salaries, but with a more widely scattered frequency. Ranging from the $5,000 to $5,999 level to the $9,000 to $9,999 level, the greatest number received salaries between $6,000 and $8,999, with an almost even distribution within those ranges.

Consideration must be taken, when analyzing the salary scale, of the number of junior college presidents who handled also the public relations for their institutions. The figures in Table VI show the distribution and range of salaries to all public relations officers, including presidents. To validate the responses, three of the fourteen persons in the $7,000 to $7,999 range are presidents; four of the thirteen in the $8,000 to $8,999 range; six of the ten in the $9,000 to $9,999 range; three of the four in the $10,000 to $10,999 range; and all eight of the $12,000 to $12,999 range.

While the private colleges surpassed the public colleges in numerous aspects of the survey, the area of salary was one in which the private college fell short. Of the ninety respondents, 22.2 per cent received an annual stipend of $5,000 to $5,999; 14.4 per cent received $6,000 to $6,999; and the remainder were widely distributed from less than $4,000 to over $12,000. Contrary to supposition, salaries of the presidents who

TABLE VI

PROFILE OF PUBLIC RELATIONS OFFICER INDICATING SALARY RANGE

Characteristics of Public Relations Officer	Pilot Survey Number	Pilot Survey Percent	Public Junior Colleges Number	Public Junior Colleges Percent	Private Junior Colleges Number	Private Junior Colleges Percent	Total	Percent Total
Salary Schedule:								
Administrative	8	38.0	51	41.8	54	60.0	113	57.0
Academic	9	42.8	39	31.9	14	15.5	62	26.6
Other	1	4.7	3	2.5	6	6.6	10	4.2
Salary of Public Relations Officer:								
Less than $4,000 per Annum	0	-	2	1.6	2	2.2	4	1.7
a. Between $4,000 and $4,999	0	-	9	7.3	6	6.6	15	6.4
b. Between $5,000 and $5,999	0	-	10	8.1	20	22.2	30	12.8
c. Between $6,000 and $6,999	4	19.0	14	11.4	13	14.4	31	13.3
d. Between $7,000 and $7,999	1	4.7	14	11.4	6	6.6	21	9.0
e. Between $8,000 and $8,999	4	19.0	13	10.6	9	9.9	26	11.5
f. Between $9,000 and $9,999	4	19.0	10	8.1	2	2.2	16	6.8
g. Between $10,000 and $10,999	0	-	4	3.2	4	4.4	8	3.4
h. Between $11,000 and $11,999	1	4.7	8	6.5	1	1.1	10	4.2
i. Between $12,000 and $12,999	1	4.7	1	.8	1	1.1	3	1.2
j. and k. $13,000 and Over	1	4.7	4	3.2	0	-	5	
Salary Not Stated	5	23.8	33	27.0	26	28.8	64	27.4

handled public relations were as widely varied as were the other public relations officers. Thus, the lower salary scale of the private college public relations officer was in keeping with the general salary scale of private junior colleges, a fact which was further evidenced by the 60 per cent of private college respondents whose salaries were based on an administrative salary schedule.

The Human Quality

One of the shortcomings of a questionnaire type survey is the inability to survey or evaluate human quality, one of the most fundamental aspects of a public relations officer. Paul C. Reinert, President of St. Louis University and participant in the American College Public Relations Association Greenbriar Conference summarized the qualifications of a public relations-development officer.

> (1) It is assumed that such a person possesses the professional techniques needed for such a position: writing and communications skill, organizational abilities, and knowledge of the community. (2) He must have a deep, genuine understanding of the educational process, above all, of its ultimate purposes. (3) He must not only understand and be a part of the educational process and profession, but must thoroughly and completely understand the special problems of his own institution. (4) His acceptance into the educational family should be based upon merit and not upon title or position. His right to a voice in administration and policy making should be justified by his interest, understanding, loyalty, and service. (5) In his position of coordinating the work of others, and public relations is the work of everyone in the college, he should never abuse or misunderstand this responsibility. (6) The public relations officer must, above all, cultivate unbounded patience and humility. He must remember that he is essentially a unique kind of salesman for higher education, and must be a salesman of professional integrity. The public relations officer should serve with the same dedication, the same spiritual motivation as that of Mark Hopkins and all great teachers.[26]

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[25] The Advancement of Understanding and Support of Higher Education, op. cit., pp. 64-67.

In summary, Robert McLaughlin, an authority in the pilot survey, outlined some of the salient features in developing a public relations program. In so doing, he described the program in terms of the public relations officer, his qualifications, responsibilities and obligations.

> First, I would try to select a man who has a true feeling for the kind of college he is to represent to head up the program. He should also be one who has full understanding of the faculty and their interests, and of the student body, their abilities and their objectives.
>
> It needs to be a person who can forget the time schedule of any given day; that is, he cannot work any particular type of a "work day" or a "work week." If he is needed until 11 or 12 o'clock at night, then he must be available . . .
>
> A good rapport with the editors of your local daily and weekly newspaper is of utmost importance. This, I think, can be established through personal visits to these people to invite them to the campus and to be extremely honest and frank in all dealings with them.
>
> Public relations may in some case, turn out to be a little more private than public. The public information officer or public relations officer, whatever his title may be, must also establish a good working relationship with the faculty and students. There is a general tendency on the part of faculties, at least this has been my observation, to somewhat resent any new person added to the administrative staff of a college. They feel this takes away either from an additional position to lighten their already burdened loads, or is just someone else who is going to tell them what to do.
>
> It is quite important that the public information officer make it known immediately to his faculty that he is there to provide a service, that he will call on them for their good advice and experience, but what he is trying to do must at all times be fully explained.[27]

IV. ORGANIZATIONAL NEEDS OF RICKS COLLEGE

Like many of the colleges already cited, Ricks College, though aware of the importance of a well organized public and community relations program, acknowledged a need for coordination and improvement in this phase of the school's administration.

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[27] Personal Correspondence of the Author, letter from Robert Mc Laughlin, Director, Evening and Extension Division, State University Agricultural and Technical Institute of Farmingdale, New York, dated April 24,1961.

The Faculty Survey

Based upon the principle that the public relations of a school is only as strong as the component members of the college family, a survey was conducted among the faculty members of the college. Of the fifty-six members contacted, forty-one participated, representing 73.2 per cent of the present faculty.

The questionnaire was designed to determine not only the combined opinion of the faculty relative to the public relations functions of the school, but to determine as well, the extent of familiarity and activity of the faculty members themselves in the various functions of public and community relations.

To sink one's grass roots deep, as Bogue has expressed it,[28] one must become a part of the community itself. Thus, if Ricks College is to be a vital part of the community of Rexburg, the individual members of the college family, as well as the college itself, must "sink their roots deep."

The extent to which this had been done was determined by the responses to the survey. Relative to civic participation, it was found that 58 per cent of the faculty belonged to one or more of the civic organizations of Rexburg, 17 per cent of whom were very active and 34 per cent were relatively active in their respective groups. Participation and membership in church organizations went even higher, as indicated by the 97 per cent membership in church groups, 85 per cent of whom were very active and 12 per cent relatively active. As to the extent to which faculty members patronize local businesses and professions, it was found that 17 per cent of the faculty did all of their personal and immediate household buying in Rexburg, 75 per cent did most of their personal buying locally, and only 7 per cent occasionally patronized local merchants for this type of buying. For large household items and major investments, only 17 per cent indicated that this was done in Rexburg all of the time; 58 per cent indicated such patronage most of the time; while another 17 per cent indicated such patronage only occasionally in Rexburg. For professional legal or medical services, the faculty indicated a wider variance in response. Of the forty-one responding faculty members, 48 per cent depended completely upon the local medical and legal profession; 24 per cent usually sought their services locally; 17 per cent occasionally, and 9 per cent seldom relied upon the local doctors and lawyers.

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[28] Edmund J. Gleazer, "Public Relations Is a Two-Way Street," *Junior College Journal*, November, 1956, Vol. 27, p. 123.

The phase of the faculty survey relative to the public relations of the college revealed some enlightening findings which indicated either the absence of, or lack of familiarity with, many of the important aspects of public relations. Indicative of the obscure understanding of the basic philosophy of the College's public relations, although specifically stated in the school catalog, the faculty responses showed wide variance of opinion. Much of the variance of opinion was explained by several of the respondents in terms of what had been done rather than what had been stated.

Notwithstanding the fact that the basic philosophy of the public relations of the school had been established as one of community services, incorporating all phases of publicity and information, educational interpretation, as well as community integration, only two respondents, representing 4 per cent of the faculty, indicated such on their opinionnaire. Many respondents indicated that such a philosophy should be, but was not practiced. Thus the responses were primarily in terms of current rather than potential practice.

Publicity and information was credited by 36 per cent of the faculty as being the basic philosophy of the school's public relations. School community interaction was recognized by 24 per cent; a combined philosophy of publicity and community interaction was recognized by 24 per cent; a combined philosophy of publicity and community interaction was expressed by 14 per cent; but only 4 per cent expressed a philosophy of educational interpretation. Many of the respondents indicated uncertainty in their opinions, conclusions which are indicative of the need in the area of internal public relation, as well as in-service training.

Equally interesting were the responses to the phase of the survey relative to the organization of the school's public relations. In light of the fact that 70 per cent of the respondents expressed a need for clearer understanding of the goals of public relations, and 90 per cent were not aware of any organization or responsibility within the program, it is not surprising that only 58 per cent expressed either a personal or departmental responsibility in the school's public relations.

Public Relations at Ricks College

Organizationally, the public relations functions of the college have been delegated to different faculty members, with little coordination of the total program. The general publicity of the school was delegated to the department of journalism. This department also functioned on the student publications committee under whose supervision the four student publications, the newspaper, yearbook, College directory and student handbook were published. The Division of Community Services comprised a Host Service, Program and Special Events Service, College-Community Fine Arts, and an Alumni Association. In addition to the services of that division, the Adult Education Center offered such public and community relations services as non-credit courses, off-campus courses, summer school, home study courses and evening school. Travel studies, leadership programs, audio-visual services and additional publications service were also rendered by the Adult Education Center of the College. An additional area of public relations, which only recently had been coordinated with the Division of Community Services and Public Relations, is the area of Development, the activities of which were very closely integrated with the Alumni Association.

The comments and responses from the faculty indicated a need for clearer coordination and organization within the public relations program of the college; and also clearer understanding of the program, its component parts, and faculty responsibilities in the public relations of Ricks College.

V. SUMMARY OF THE PUBLIC RELATIONS PICTURE

Public relations in junior colleges has come of age; it has found status, and is a recognized integral part of the junior college organization. Although formally organized programs of public relations were found on less than half of the junior college campuses of the nation, a major trend in that direction, in light of the recognized need for organization, was evident.

While the principle emphasis of public relations was still publicity, there was a trend in the recognition of the importance of community relations and service. This was evidenced by the survey responses relative to objectives and goals of public relations as well as the responses concerning the basic philosophies.

Like many other areas of education, budget and inadequate funds for public relations presented a very real problem in promoting as successfully an organized program of public relations as was desirable. In all but the pilot survey, the number of institutions which indicated no specified budget exceeded any single budgetary level. Of those which indicated a specified budget, a greater number of colleges indicated a budget of $1,000 to $4,999 than any other single level.

Not only has public relations found a permanent place in the junior college world, but the public relations officer has been accepted into fellowship with his administrative and academic colleagues of higher education. More often, he was one of them, having come up through the pedagogical ranks, and into administration. In most cases he had not completely severed himself from his pedagogical activities, and in many cases had combined them with his administrative as well as public relations activities.

The world, becoming more complex and extended in the field of knowledge and science, demands a greater extent of education. Thus, the public relations officer was a man of higher education, with almost as many doctorates as bachelor's degrees present in the field of public relations. There were twice as many master's degrees as either of the other two. Hence the public relations officer was truly a well educated, as well as experienced man.

His experience in the art of public relations, however, was comparatively new, compared to his years of pedagogical experience. Whereas his age was between forty-one and fifty years, his experience in public relations was in the main, five years or less.

Truly indicative of his administrative status, he no longer worked the eight-hour day, or the nine-month year. Unlike the man's work that's from sun to sun, the public relationist's work was never done. His rewards were rich, however, rich not in the sense of monetary reward, for his salary was no higher than that of his colleagues in education, between $6,000 and $6,999, and certainly lower than his counterpart in industry, but rich in the intrinsic reward of the good he was doing his college and his community.

The public relations officer had all the human qualities needed to not only bring him in close rapport with his colleagues within the college, but with his community as well. He had the deep, genuine interest and understanding, as well as the professional know-how needed for the man of his calling.

CHAPTER IV

PUBLICITY AND PUBLICATIONS

Publicity, being the progenitor of modern day public relations, was still its primary component, and in many institutions, the sole component of public relations. Based upon the principle that an informed public is a supporting public, many colleges, because of necessary limitations in their public relations functions, have relied upon the basic tool of publicity to advance public understanding and mold good will.

Evidence of the extent of such limited activity was indicated by the number of respondents, who, because they had no public relations activities, other than publicity, felt they could make only limited contribution to the national survey, and thus omitted part four in the return. Part four of the survey, dealing with actual values and extent of activity of the various phases of public relations, reflects a lower percentage than indicated in the general body of the survey. As percentages are based upon the total respondents from each type of institution, pilot, public, private, and Ricks College, rather than the total actually indicating such practice, the figures in some phases are extremely low, indicating the limited extent to which a particular phase is practiced.

As was expressed in the basic goals and objectives of a number of respondents: to keep the college in the public eye, or to keep the name of the school before the public, is the primary purpose of emphasizing the publicity phase of public relations. Whereas a few colleges were satisfied with such limited public relations, a greater number recognized this as a distinct shortcoming. Expressing the sentiments of many, an experienced public relationist stated,

> I hesitate to complete the enclosed questionnaire form because Gulf Park does not have what could be termed a Public Relations program. Our public relations activity is restricted pretty much to the information and publicity functions.
>
> . . . I am aware of the ingredients which would be necessary to a real and worthwhile program of public relations. Too often the functions of information and publicity are referred to as a Public Relations program.[1]

I. ROLE OF PUBLICITY IN JUNIOR COLLEGE PUBLIC RELATIONS

Recognizing that publicity is not synonymous to public relations, but one of its key tools, junior colleges throughout the nation were using that tool in its many aspects to advance the interests of their institutions, to interpret the significant aspects of their educational program to their publics, and to establish a communication link between those publics and the institution. As an important factor of communications, publicity was the core of most public relations programs in junior colleges.

The relationship of publicity to the total public relations was further interpreted by H. Deon Holt, Director of Public Information of American River Junior College, California.

> Press relations and the closely allied term, publicity, are sometimes thought of as the primary part of a community relations program. However, it is necessary to point out that although publicity and press relations are a key part of community relations, they are only one part.

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[1] Personal Correspondence of the Author, from Earl C. Coulon, Director Public Relations, Gulf Park College, Miss., dated April 25, 1961.

The integral part of press relations to publicity is a vital factor in the successful functioning of college public relations. Recognition of this was expressed by many respondents of the survey, but exemplified by Everett B. Nelson, Director of Public Relations and Development at Roger Williams Junior College, Rhode Island. Relative to the importance of press relations, he stated:

> My personal contacts with the newspaper, radio stations, and television stations of the state have not yet been as complete as I would like . . . I intend to establish a personal contact with all of them, however, for where this has been done the inevitable result has been far more sympathetic treatment of our news releases.

Media of Publicity

The key role of publicity was evidenced by the survey of junior colleges, in which it was found that no other single phase or activity of public relations was given as unanimously a high value, or a concerted frequency and extent of activity. Of the various media employed for publicity purposes, the most widely favored was the local news. The most popular type of news was the release of timely, appealing and significant happenings in the college world. The radio news release and the newspaper feature story were second in importance and value according to the survey. Other media of publicity were regional newspapers, home town newspapers, high school papers, professional newspapers and periodicals, church papers and periodicals, and direct mail newsletters.

The avenues of communications and publicity are not limited to the press, although that has the greatest mass coverage. Not to be overlooked are such avenues as direct communication through public speaking, exhibits, radio and television. As in any function of public relations, it was evidenced in the survey that no single, but a combination of media produced the greatest fruits of publicity.

A further factor was emphasized in the responses of the survey, that no amount of publicity could be effective unless it was substantiated by quality in the educational program of the institution. Nor could the highest quality of education gain proper support and acceptance unless that quality education was translated into accurate, understandable and effectual information, made available to the desired publics.

Honesty and accuracy, as a basic principle of public relations, is a salient feature of publicity, and one which received much emphasis in the survey. Ervin Harlacher, Director of Community Services at Foothill College, California, discussed the importance of this in his principles of press relations.

> Understand the difference between a news story and an editorial. A news story must include what really happened, not what you wish had happened. All opinion, whether it be the editor's or the reader's, belongs on the editorial page.
>
> Answer all press questions in a simple, clear-cut straightforward manner. If a question cannot be answered because of policy, say so.

Extent of Publicity in the Junior College Survey

In conducting the survey of public relations in junior colleges, the respondents were asked to evaluate, according to the weight of values given, their own opinion of the relative value of each of a number of activities. With a similar weight of values, the respondents were requested to indicate the degree or extent of activity of that area in their own public relations.

The weight of values, together with the relative value of the activity in promoting good relations is as follows:

Value of 4 . . . . Of greatest importance
Value of 3 . . . . Major importance
Value of 2 . . . . Average importance
Value of 1 . . . . Less important
Value of 0 . . . . Of no importance

The weight of values, together with the evaluation or degree and extent of activity in the total public relations program of the school is as follows:

Value of 4 . . . . Constantly and regularly
Value of 3 . . . . Usually
Value of 2 . . . . Occasionally
Value of 1 . . . . Seldom
Value of 0 . . . . Never

Of the 233 total respondents of the survey, forty-six omitted this phase, primarily because of the limited extent of their own public relations functions. Of the 187 respondents who completed the final phase of the survey, ninety-five, or 77.8 per cent were from the public colleges, seventy-five, or 83.3 per cent represented private colleges, and 80.9 per cent, comprised seventeen of the twenty-one pilot respondents. Of the total respondents who completed the final phase of the survey, however, many omitted areas within the final phase, indicating the omission of those areas from the institutions' public relations program. Thus, the total summaries that are given in Table VII and the following tables summarize only those institutions that actually responded to the final phase of the survey.

TABLE VII

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF PUBLICITY

Activities in the Area of PUBLICITY	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. News releases for local news	9	6	2			16		1		
b. News releases for regional news	2	4	9	1	1	7	4	4	1	
c. News releases for other news	1		2			1	1	1		
d. Newspaper feature stories	4	9	3			4	8	4		
e. Radio news releases	1	5	6	5		7	3	5	2	
f. T.V. News releases	1	4	4	4	3	4	3	2	5	2
g. Periodicals and other sources										
PUBLIC JUNIOR COLLEGES										
a. News releases for local news	68	22	5			72	13	5		
b. News releases for regional news	12	27	23	14	4	15	21	25	17	3
c. News releases for other news	1	1		1		2		2		
d. Newspaper feature stories	21	38	24	5	1	13	21	45	9	2
e. Radio news releases	29	25	23	9		33	18	19	16	1
f. T.V. News releases	15	20	16	14	8	12	9	22	18	18
g. Periodicals and other sources										
PRIVATE JUNIOR COLLEGES										
a. News releases for local news	30	30	12	3	1	50	14	5	1	1
b. News releases for regional news	11	26	22	8	0	24	24	9	9	1
c. News releases for other news	3	14	10	3	3	6	6	5	5	4
d. Newspaper feature stories	14	22	18	5	0	9	11	31	8	1
e. Radio news releases	5	18	27	12	1	15	12	19	12	3
f. T.V. News releases	6	15	25	11	5	11	7	14	17	11
g. Periodicals and other sources	7	4	2			6	4	1	2	
RICKS COLLEGE										
a. News releases for local news	25	13	2			4	16	12	7	1
b. News releases for regional news	12	22	5			2	9	18	4	1
c. News releases for other news	12	22	3	3		2	4	11	10	5
d. Newspaper feature stories	8	19	11	1		2	9	13	10	3
e. Radio news releases	12	22	5			1	15	14	4	2
f. T.V. News releases	11	17	8	1			5	12	9	9
g. Periodicals and other sources	3	1			1	1	2	1		

Table VII, gives the comparative pictures of the pilot institutions, public colleges, private colleges and Ricks College. As was previously stated, the most widely favored activity in the area of publicity was the local news. While the highest value was accorded that medium by 42.8 per cent of the pilot survey, 76.2 per cent gave it the primary place in the public relations program. The public colleges and private colleges recognized the local news equally as the most favored medium of publicity. However, only 55.7 per cent of the public colleges gave it the value of most importance, while 59 per cent indicated it as the most pertinent part of their publicity. The private colleges indicated the same regularity in actual practice, but only 33.3 per cent accorded the local news the highest value of importance.

Although not indicated by all, those respondents who did indicate a major source of publicity favored two other channels, the high school organ and the church organ. In such cases where indicated, the value of "4" was accorded both relative value in public relations, and extent of frequency and activity in the individual public relations program.

Of interest in the survey, and indicative of the comparative infancy of the medium of television, this medium was utilized very little as a means of publicity. The greatest number of both pilot institutions and private colleges indicated a value of "1" in the use of television, seldom used in public relations. The public colleges, like Ricks College, indicated the use of television only occasionally. Of the ninety-five public respondents, 18 per cent so indicated. Reflective of the gradual feeling of acceptance and eventual place of television in public relations publicity was the trend to evaluate it a degree higher than was indicated in the extent of activity.

According to the greatest frequency of any one value, the comparative value of activities in the area of publicity are tabulated in Table VIII. As revealed by the survey, that activity favored next to the local news was the newspaper feature story which received a value of "3", indicating major importance. However, only the pilot survey indicated an equal value in actual practice in public relations. While the medium of radio was more widely used, its value in publicity was not so highly acclaimed, having received a top rating from the public colleges only.

In summary, the area of publicity, the voice of the school, remained the greatest strength in the public relations of junior colleges.

II. PUBLICATIONS IN JUNIOR COLLEGE PUBLIC RELATIONS

So closely integrated with publicity, and yet apart from the general media of publicity, is the area of college publications. Its importance as a reflection on the standards of the institution it represents was expressed by Everett Nelson of Roger Williams Junior College.

> As a veteran advertising man, I feel strongly that all of the literature and printed matter of an institution should, by the excellence and good taste of its design, adequately reflect the quality and flavor of that institution.

Such reflection was evidenced by the quality as well as quantity of vital and pertinent publication material received in conjunction with this survey. Without exception, a visual picture, a mental image of the college, its policies, its administration, and many related factors, was formulated as the brochures and other publications were read. Too numerous

TABLE VIII

COMPARATIVE VALUES OF ACTIVITIES IN THE AREA OF PUBLICITY AND PUBLICATIONS

Activities in the Area of PUBLICITY AND PUBLICATIONS	Pilot Survey		Public Colleges		Private Colleges		Ricks College	
	Value	Frequency	Value	Frequency	Value	Frequency	Value	Evaluation
PUBLICITY								
a. News releases for local news	4	4	4	4	4	4	4	3
b. News releases for regional news	2	4	3	2	3	4	3	2
c. News releases for other news	2	3	4	4	3	3	3	2
d. Newspaper feature stories	3	3	3	2	3	2	3	2
e. Radio News releases	2	4	4	4	2	2	3	3
f. T.V. News releases	2	1	3	2	2	1	3	2
g. Other type periodicals					4	4	4	3
PUBLICATIONS								
a. Student newspaper	4	4	4	4	3	4	4	3
b. Student literary magazine	1						2	
c. Student handbook	3	4	2	4	2	4	2	3
d. Student directory							3	3
e. Yearbook, annual	2	4	2	4	2	4	4	3
f. Catalog	3	4	4	4	4	4	4	4
g. Lecture series; special speeches	4	4	3	3	3	4	3	3
h. Special brochures	3	2	3	2	3	3	3	3
i. Departmental programs	3	2	3	2	2	1	3	3
j. Newsletters	4	2	3		3	4	3	1
k. President's report	3		1	2	2		3	4
l. Other publications	3	4	4	3	2	4	2	3

to mention, yet indicative of the proficiency of the institutions, many such publications contained a wealth of ideas, concepts, and practices. An example of such a publication was the brochure published by the American River Junior College, which described the use and scope of the College Faculty Speakers Bureau. Truly an instrument which denoted community service, but at the same time, a publication which bespoke the high standards of the college, the Faculty Speakers Bureau was available to all interested groups. The purpose of the brochure was to list alphabetically, the available speakers, and the topics of their talks. Accompanying each listing was the photograph of the speaker, an aspect which personalized and added the human quality to an otherwise impersonal relationship.

Numerous respondents enclosed their standard descriptive brochures, which produced a rich source of ideas in content as well as format. Indicative again of the quality of the school, the style and characteristic appeal of the brochure reflected upon the school, and thus created the image of the school. If the image is to be a true one, then it is imperative that the publication portray accurately the concepts it wishes to project. Books have been written, and are yet to be written, on the physical characteristics of college publications, style, format, color, content, etc. But suffice it to say that eye appeal, as indicated by the many publications that were submitted in connection with this survey, is the key that unlocks the publication; content appeal is the door that opens it. To whichever public a publication is directed, that public, its interests and tastes, must be first consideration in the design and content of that publication.

Included also in many of the responses were school papers, some special editions, some regular editions. In the final summary of the survey relative to publications, it was determined that equal only to the college catalog, the student newspaper was the most widely favored publication medium of public relations. As many of the respondents expressed, the school newspaper found its way into homes and other outlets that no other form of publicity or publications could reach. For that reason, the school newspaper could be used to good advantage for much broader purposes than merely reporting local campus news. An example of a school newspaper that was utilized for new student promotion was The Dakota Scientist, the college organ of the North Dakota State School of Science. In March, a special high school senior edition was issued, the contents of which were directed to the interests of high school students who would soon be selecting their future educational home. Another exemplary student newspaper was The Oracle, published by the Jackson Junior College in Michigan. In connection with commencment activities, a special issue of the paper was published to commemorate the anniversary of the college. Such a paper, which abounded with romantic history of the school, the struggles of its growth, the noted accomplishments, had appeal for the alumni who had returned for class reunions as well as for the current classes who were building on the tradition laid down by the alumni.

Evaluation of Publications According to the Survey

While every college has its special favored publication to meet its own special needs, the national survey of junior colleges indicated the most important publications were the student newspaper and the college catalog. Accorded the highest value by three of the four comparative colleges, the private colleges alone indicated a value of major importance, "3" to the student newspaper, and the pilot survey accorded the same value to the catalog. In each case, however, the degree of frequency in the lower value had only a slight margin over the higher value of "4", greatest importance. Of the pilot survey, 38.1 per cent acclaimed the catalog as value "3", major importance, but 61.9 per cent indicated a value of "4" in the extent of activity in their own program. While the public colleges and private colleges alike indicated a value of "4" in the extent of activity in both the catalog and student newspaper, the percentages ran considerably higher in favor of the catalog. Of the public colleges, 45.9 per cent represented the majority who accorded the highest value of the student newspaper, compared to 58.2 per cent who represented the majority in the activity of the catalog. The private colleges reflected a similar trend in the 34.4 per cent who represented the majority in the activity of the student newspaper, compared to 58.2 per cent who represented the majority in the activity of the catalog. The private colleges reflected a similar trend in the 34.4 per cent who represented the majority in the activity of the student newspaper, compared to 51.1 per cent indicating the greatest extent of activity relative to the catalog. Table IX indicates the total summaries that are given for the various publications of junior colleges.

Two other publications to receive a value of "4", in the extent of activity, but with a much lower percentage, are the student handbook and

TABLE IX

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITIES IN THE AREA OF PUBLICATIONS

Activities in the Area of PUBLICATIONS	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Student Newspaper	8	5	5			13	2	1	1	
b. Student Literary Magazine		4	3	6	2	2	2	2	3	5
c. Student Handbook	1	6	5	3		7	1	2	3	
d. Student Directory			4	2	5	1	2	2	1	6
e. Yearbook or Annual	2	2	9	3		8		4		1
f. Catalog	5	8	3	1		13	1	1	1	
g. Lecture series; special speeches	5	4	4	1	1	8	3	3		1
h. Special Brochures	5	7	5			7	2	8		
i. Departmental Programs	1	5	4	4	1	3	3	6	2	1
j. Newsletters	6	1	5		1	4	2	6		3
k. President's Report	3	3	3		4	4	1	2	2	5
l. Other Publications		2				2		1		
PUBLIC JUNIOR COLLEGES										
a. Student Newspaper	35	33	20	2	1	56	25	7		1
b. Student Literary Magazine		15	12	8	22	2	5	7	7	40
c. Student Handbook	8	21	25	11	8	26	10	16	8	16
d. Student Directory	5	8	19	16	21	19	4	12	8	30
e. Yearbook or Annual	14	28	29	6	6	39	13	16	8	11
f. Catalog	51	30	9			71	13	6		1
g. Lecture series; special speeches	27	29	15	11		19	26	17	7	3
h. Special Brochures	23	35	25	3	1	11	21	25	8	5
i. Departmental Programs	5	25	25	8	3	7	17	28	11	8
j. Newsletters	12	19	19	11	11	9	16	18	12	21
k. President's Report	9	13	18	19	8	12	6	13	17	15
l. Other Publications	2	1		1	1	1	1		1	

TABLE IX (continued)

Activities in the Area of PUBLICATIONS	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PRIVATE JUNIOR COLLEGES										
a. Student Newspaper	12	19	23	9	5	31	10	9	3	8
b. Student Literary Magazine	3	3	11	7	19	5	2	3	3	34
c. Student Handbook	7	14	23	13	6	23	8	7	5	10
d. Student Directory	3	4	12	13	16	9	4	2	10	19
e. Yearbook or Annual	9	18	22	9	4	22	8	6	6	9
f. Catalog	48	14	10	1		46	10	3	3	1
g. Lecture series; special speeches	12	20	15	7	5	15	12	10	10	10
h. Special Brochures	18	28	16	2	1	17	26	10	3	2
i. Departmental programs	2	4	20	10	7	8	11	10	13	10
j. Newsletters	15	21	16	3	4	21	12	15	5	6
k. President's Report	8	9	14	9	8	10	7	9	8	12
l. Other Publications	1		1	1		3			1	
RICKS COLLEGE										
a. Student Newspaper	16	14	10	1		1	15	10	11	3
b. Student Literary Magazine		12	16	7	1		4	4	3	17
c. Student Handbook	9	11	13	5		5	18	16		
d. Student Directory	11	12	7	7			14	14	1	
e. Yearbook or Annual	13	16	8	1		12	21	5		
f. Catalog	25	11	2			17	12	6	3	
g. Lecture series;special speeches	8	22	10			1	13	12	5	3
h. Special Brochures	10	22	6	1		3	15	11	6	1
i. Departmental Programs	9	15	12	2	1	1	11	10	8	5
j. Newsletters	5	16	10	3	1		7	7	9	6
k. President's Report	14	17	7		1	16	9	6		3
l. Other Publications	1		2				2		1	

the college annual, or yearbook. Accorded a considerably lower relative value, by all four comparative college groups, the student handbook received a rating of "3". major importance by 28.6 per cent of the pilot institutions, but only a rating of "2", average importance by 20.5 per cent of the public colleges, 25.5 per cent of the private colleges, and 31.7 per cent of the Ricks faculty survey. The school yearbook was given a relative value of "2" by the slightest margin over value "3", in both the public and private colleges. In the public colleges, 23.8 per cent voted a relative value of "2", compared to 23.5 in favor of value "3". The private colleges reflected a slightly wider margin between the two values, 24.4 per cent indicating a value of "2", while only 20 per cent indicated a value of "3" as the relative value of the yearbook as an agent of public relations. Of significance in the survey was the relationship between a given value and the extent of activity of a particular agent or medium of public relations. As indicated in the examples of the handbook, as well as yearbook, even though the relative value was lower, in three of the four comparative college groups, both agents were accorded the highest value in extent of activity, indicating the degree of excellence in even minor areas of public relations.

As is reflected in both Tables VIII on page 156 and Table IX, page 160, various other publications were accorded dissimilar values in both relative value and extent of activity. It is interesting to note that publications, other than those listed in the survey, which included faculty and departmental manuals, received a value of "3" or "4", usually or greatest consideration of activity in the college public relations, while the accorded relative value of the publications were, in three of the four cases, lower.

Special brochures, while recognized as of major importance by all four college groups, was accorded a value of "2", occasionally practiced in public relations. Newsletters, an agent of public relations which served both in the areas of publicity and publications, was given an equal value of major importance by three groups, but was accorded the highest value of "4", greatest importance by the pilot survey. In contrast to the relative value accorded this activity, however, only the private colleges indicated the greatest extent of activity in their own public relations programs, and this by 23.3 per cent of the respondents. The President's Report, an important publication in many institutions, was the subject of wide difference of opinion. In all three of the major comparative groups, pilot, public and private colleges, the variance between values was extremely narrow. Whereas 19 per cent of the pilot respondents indicated a value of "4", greatest activity in the public relations program, 23.8 per cent indicated its complete omission from the public relations program. The public colleges reflected an even closer margin, with a difference of slightly more than 2 per cent; 13.9 per cent indicated the existence of such an agent but seldom, whereas 11.9 per cent indicated its presence constantly as a major part of public relations.

Significant were the results of the survey relative to the student literary magazine and the student directory. While accorded the value of least importance, "1" by the pilot survey, the student literary magazine was almost non-existent on the junior college campus. The student directory, almost equally low in value, was equally non-existent.

One of the major problems of coordination in the functions of public relations was in the area of publications. Stressing the principle again that public relations is the responsibility of every member of the college family, it is also the responsibility of each individual to ascertain the policies and procedures for promoting favorable public relations. Too often, as was indicated in the survey, functions of public relations were duplicated because of lack of coordination. The quality of public relations functions was enhanced by an understanding and coordination of activities. A number of the respondents were hesitant to evaluate the phase of publications, as they, as public relations directors, had little to do with the publications of the schools. Although the general movement was toward a coordination of all functions of public relations under one director or committee, many schools were still so organized that each department took care of its own publicity, and likewise, its own publications. A coordination in this area was needed not only to produce greater economy, but a closer integration of the college family, which in turn was a reflection upon the college as a whole.

III. SUMMARY OF CURRENT TRENDS AND PRACTICES IN PUBLICITY AND PUBLICATIONS

Summarizing the findings of the national survey as well as Ricks College survey, relative to publicity and publications, the area of publicity, as the major channel of communications, was still the key part of any community relations. While many institutions relied completely on this area, as indicated by the 19.7 per cent of the respondents who omitted the final phase of the survey, over 80 per cent had expanded their public relations activities to include many other areas.

The significance of publicity, as the cornerstone of junior college public relations was reflected in the total summaries of the survey in this area. Accorded the highest value as well as the most prominent place in the public relations program, publicity was the voice of the school, the link of communications between the school and its many constituents.

Of most importance in the area of publicity according to the survey, was the local news, the outlet for both newsworthy events and feature stories. Second in extent of activity, though not in value, was the radio, as a medium of publicity. Other sources of publicity that rated of importance were the home town news releases and church, high school and professional organs. Television, as a medium of publicity, is still relatively new in the world of junior college public relations.

The most salient aspect in the findings of the survey relative to both publicity and publications was the importance of the quality and standards of the school itself. For while publicity is the cornerstone of public relations, the standards of the school represented is the cornerstone of publicity, publications, and all aspects of public relations.

The survey of publications in junior colleges revealed a wider variance in both the accorded relative value, and extent of activity of the many types of publications. Although the student newspaper and the college catalog were accredited as having the highest value as well as most frequent in the programs of public relations, the quality, appeal, and content of the publications received as much concern by the survey respondents as did the type of publications themselves. Thus, regardless of which publication was acclaimed most valuable on a national scale, each type was a tool for a particular task. The accomplishment of the purpose of the publication could singly accord its value. Publications, like publicity, should not be an end in itself, but a means to an end, the end product of which is establishing favorable public relations and good will among the many publics of the college.

CHAPTER V

NEW STUDENT PROMOTION

A misconception, not too commonly found, but evidenced slightly in the national survey of junior colleges, was that public relations if for one product only, an increased enrollment. Thus, new student promotion was the base and the core of such public relations. Common among the few schools who had "no public relations", was the belief that because an increased enrollment was not sought, no effort towards public relations was necessary. While a rich harvest of the fruits of public relations was in the form of increased enrollment, it was also manifest in the form of increased community and public favor, increased support, and more intrinsic in nature, a deep inner satisfaction that the college was an integral part of the community itself.

I. MEANING AND INTERPRETATION OF NEW STUDENT PROMOTION

As the very life blood of most colleges is determined by the enrollment support, the area of new student promotion is one which is growing in recognition and importance. Not to be confused with admissions, which involves the decision to accept or reject the student, student promotion, or recruitment as it is sometimes referred to, involves the interpretation and image-creating functions to the prospective students, as well as the process of selectivity of the prospective students. Student enrollment is not merely a matter of filling empty seats, but rather filling those seats with students of ability, high caliber and leadership. It can be expected that the leaders of tomorrow are going to be educated leaders. The function of student recruitment, then, is to seek out those leaders for today's increased enrollment. As has been stated by professional public relations consultants, Gonser and Gerber,

> Student recruitment will be just as important a task for colleges in the era of rising enrollments just ahead as it was in the lean years following the Korean War.
>
> Even with the avalanche of new students about to descend on college campuses, there is no guarantee that every college will have all the student it can serve or will have enough of the kind of student who can succeed in its environment. National statistics of expanding enrollments are no substitute for the right kind of student body for each individual institution.[1]

Role and Extent of Student Promotion in Public Relations

In recognition of the vital role of new student promotion, many respondents indicated this area as among the basic goals and objectives in the total public relations program. Even where the functions of public relations were limited, most respondents indicated some effort in the direction of student promotion, even in the limited terms of "high school relations."

The findings of the survey of new student promotion cast some very interesting reflections in this area. As indicated in Table X, (the total summaries of the survey in the area of student promotion) and Table XI, (the comparative values of activities in the area of student promotion) this area is recognized in importance second only to publicity. Accorded the highest value of importance by all four comparative college groups, the pilot, public, private, and Ricks, the function of high school visitation was also the most widely practiced activity. The survey of

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[1] Thomas A. Gonser, J. Jay Gerber, Bulletin On Public Relations And Fund-Raising For Colleges & Universities, March 1961, p. 1.

TABLE X

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF NEW STUDENT PROMOTION

Activities in the Area of NEW STUDENT PROMOTION	Relative Value in Promoting Good Public Relations					Extent of Activity In College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Visitations to high schools	8	6	2	1	0	11	3	2	1	
b. Mailing list for brochures	2	5	8	2		7	2	5	3	
c. Youth conferences on campus for high school seniors	5	5	3	1	1	5	4	4	1	1
d. College facilities used for regional and State high school festivals, etc.	5	3	5	2		6	3	4	2	
e. College Open House	2	7	2	2		5	1	5	1	2
f. Band, Orchestra, Choral tours	3	4	5	4	1	4	3	4	5	1
g. Motion picture and sound slide presentations	2	4	5	4		3	2	2	7	1
PUBLIC JUNIOR COLLEGES										
a. Visitations to high schools	57	26	4			58	12	13	3	1
b. Mailing list for brochures	32	32	18		3	33	18	14	4	7
c. Youth conferences on campus for high school seniors	20	28	12	3	5	16	10	23	8	11
d. College facilities used for regional and State high school festivals, etc.	22	20	15	8	7	19	15	8	18	18
e. College Open House	25	27	17	7	7	18	17	15	14	11
f. Band, Orchestra, Choral tours	15	32	15	8	8	17	25	14	7	11
g. Motion picture and sound slide presentations	7	12	22	9	22	3	4	11	11	33

TABLE X (continued)

Activities in the Area of NEW STUDENT PROMOTION	Relative Value in Promoting Good Public Relations					Extent of Activity In College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PRIVATE JUNIOR COLLEGES										
a. Visitations to high schools	42	17	8	2	1	44	14	7	3	1
b. Mailing list for brochures	19	24	17	2	1	29	15	10	3	1
c. Youth conferences on campus for high school seniors	15	18	18	5	3	15	12	15	10	8
d. College facilities used for regional and state high school festivals, etc.	12	13	12	9	10	8	8	13	11	13
e. College Open House	15	17	18	8	3	11	11	18	11	3
f. Band, Orchestra, Choral tours	10	14	17	8	8	12	11	14	6	10
g. Motion picture and sound slide presentations	3	17	12	11	6	9	6	9	6	15
h. Other student promotion	1	4	1		2	1	3	2		1
RICKS COLLEGE										
a. Visitations to high schools	25	13	1			9	19	3	2	1
b. Mailing list for brochures	11	18	7			5	15	5	1	1
c. Youth conferences on campus for high school seniors	15	18	5			13	13	7		3
d. College facilities used for regional and state high school festivals, etc.	13	17	8		1	6	17	11	1	1
e. College Open House	6	13	10	1		2	4	9	5	5
f. Band, Orchestra, Choral tours	6	17	13	2		12	16	6		
g. Motion picture and sound slide presentations	8	22	6	1		6	16	6	1	1

TABLE XI

COMPARATIVE VALUES OF ACTIVITIES IN THE AREA OF NEW STUDENT PROMOTION

Activities in the Area of NEW STUDENT PROMOTION	Pilot Survey		Public Colleges		Private Colleges		Ricks College	
	Value	Frequency	Value	Frequency	Value	Frequency	Value	Evaluation
a. Visitations to high schools	4	4	4	4	4	4	4	3
b. Mailing list for brochures	2	4	4	4	3	4	3	3
c. Youth conferences on campus for high school seniors	4	4	3	2	3	4	3	4
d. College facilities used for regional and state high school festivals, fairs, etc.	4	4	4	4	3	2	3	3
e. College Open House	3	4	3	4	2	2	3	2
f. Band, Orchestra, Choral tours	2	1	3	3	2	2	3	3
g. Motion picture and sound slide presentations	2	1	2		3		3	3
h. Other promotions			4	4	3	3	2	2

the pilot institutions indicated that 38.1 per cent rated high school visitations of greatest importance, further evidenced by the 52.4 per cent who gave it principal attention in public relations activities. Of the public colleges, five of the ninety-five respondents who completed the final phase of the survey, indicated no new student promotion activity whatsoever, while only two of the seventy-five private respondents so indicated. Of the public respondents, 46.7 per cent accorded high school visitations the greatest value and 47. 5 per cent indicated it as the most widely used activity of student recruitment. Of the private colleges, 46.7 per cent accorded high school visitations the greatest value, compared to 48.9 per cent who indicated its principal place in the public relations program.

Second in importance and value, as well as extent of activity, was the use of college facilities for high school festivals, clinics, fairs, and similar functions. Whereas this activity was accorded a value of "4" by the pilot and public survey, it was accorded a value of "3", of major importance by the private and Ricks surveys. In all but the private college, the extent of activity, the availability and use of college facilities for high school festivals was granted the highest degree of activity, a constant part of public relations.

Almost equal in extent of activity, though accorded slightly less value, was the practice of holding youth conferences on campus for high school seniors. The pilot respondents were divided in the relative value of this activity, indicated by the 23.8 per cent designating a value of "3". The three remaining comparative groups, however, were decidedly in favor of value "3", which granted the activity of youth conferences a role of major importance. Of the public colleges, 27.9 per cent indicated youth conferences a value of "3", while 18.8 per cent only occasionally incorporated it into the program of public relations. The private colleges and Ricks College, as well as the pilot institutions, utilized youth conferences as a constant activity of public relations, giving it the highest value in extent of activity.

Other activities of student promotion, but with widely diversified ratings of value, were mailing lists for brochures, accorded values ranging from "2" to "4", but practiced to the greatest extent by three of the four groups; and college open house, accorded the value of "3" by three of the four groups, the private college being the exception, but granted the highest extent of activity by only two of the four groups, the pilot and the public colleges. Such activities as student tours, band, orchestra and choral tours, motion picture or sound slide presentation, while recognized as functions of major importance received relative values of "3" by two of the groups, but only a value of "2" by the remaining groups. None of the above-mentioned activities were commonly practiced in the junior colleges of the nation. Although the public and private colleges conducted tours occasionally, the pilot survey indicated this activity only seldom. Motion picture and sound slide presentation, while proven successful by those who had used it, were activities which were omitted in 33.3 per cent of the pilot colleges, 27 per cent of the public colleges, and 11.1 per cent of the private colleges, all of whom had indicated some student promotion.

II. METHODS AND PRACTICES OF STUDENT PROMOTION

As previously stated, new student promotion is more than just "drum-beating bally-hoo" as one respondent termed it, it is a challenge in public relations to accurately and adequately interpret the college to to the type of students who can profit from the particular offerings of that specific school. Before any new student promotion or recruitment can prove successful, the degree of success of the students recruited must be assured. This can be done only if the students recruited are the ones who can truly benefit from the offerings of the college. Gonser and Gerber have established, as the most important step of student recruitment, a profile of the new student the college wishes to attract.

> Now is the time for each college to define the kind of institution it is and wants to be. Now is the time for the faculty to draw up--or re-examine--the profile of the student it wishes to attract.
>
> . . . Without a profile of the new student the college is seeking, the student selection program is bound to be hit or miss, and the whole character of the student body and campus life can change overnight. Furthermore, without a specific profile of the new student, the college will be plagued by a high "drop-out"rate of students who are not happy with the college. Remember that total enrollment is made up of both new students and present students, who stimulated by the program of the college, return to finish their formal education.[2]

Cognizant of the importance of student promotion, a number of respondents described their methods and practices in this area. The respondent from Weatherford College depicted the following:

> In our area, we do not find personal solicitation very effective for recruitment purposes. It has been so overworked by commercial

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[2] *Ibid*. p. 3.

> colleges and by some fly-by-night technical institutions that it has a rather bad odor. Many of our surrounding high schools set aside one or more days each year during which we, along with other colleges, are invited to send one or more representatives to speak to groups of seniors (and oftentimes junior or even sophomores) and are given facilities for private conferences with students who might like further information about our institution.[3]

In many institutions, the high school visitation was the total extent of new student promotion. Other aspects of value, however, were recognized by many of the respondents, as was indicated by the following response from Jackson Junior College:

> To these activities (publicity, press releases and TV shorts; homecoming and a fund raising carnival,) would be added the direct representation of the college to our community through appearances of students at various group meetings, the visits of members of our staff to high school-college days, conferences with counselors on this campus and on their own, the close relationship of our athletic department with high schools in the community, including the sponsorship of the county conference track meet, and others.[4]

Athletics has long been a drawing card for new student recruitment but in the above example was used as a community service as well as prospective student relations and promotion. The same service was offered in other areas by numerous colleges, such areas as music festivals, speech and debate meets, science fairs, and other. Though not accorded the consistently high relative value, nor the consistently high degree of activity by all the comparative groups in the survey, such activities where they were practiced, have proved highly successful in promoting new student interest.

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[3] Personal correspondence of the author, letter from Vernon D. Parrott, President, Weatherford College, Texas, April 25, 1961.

[4] Personal correspondence of the author, letter from W. N. Atkinson, President, Jackson Junior College, Michigan, May 26, 1961.

The broad scope of possibilities in student promotion is exemplified by the policies established by the American River Junior College, California, relative to prospective students, and described by H. Deon Holt, Director of Public Information. In addition to the usual practice of mailing catalogues and other literature to anyone requesting these materials, personal contact with interested persons further promoted a highly desirable rapport with prospective students.

> Contacts with high schools, such as visits to high schools by American River Junior College counselors and other staff members are valuable in reaching prospective students. Announcements on scholarships and other information of interest to prospective students should be sent to high schools for use in their school papers or posting on bulleting boards. A good supply of catalogues and other information from American River Junior College should be made available to high school counselors. This material should also be provided to libraries of the area high schools.

Such activities as "senior day" and student speakers bureau were suggested. The "senior day" was described as one in which prospective students from the area high schools were invited to be guests of the college, and afforded the opportunity to tour the entire campus and visit with faculty members in their areas of interest. A guide service was further described that was of service not only for "senior day", but for all prospective students as they visited the campus at any time. Properly planned and well conducted guide service afforded a highly favorable contact with prospective students.

The student speakers bureau, as described by Holt, was similar to the Faculty Speakers Bureau[5] of American River Junior College, but provided student speakers for meetings of high school clubs and other student organizations.

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[5] Supra. p.157.

In addition to participation in career and occupational guidance days at the area high schools, films of campus life were prepared for viewing by high school groups. Added activies included the appearance of the college band, choruses, and other musical and dramatic groups not only on tour, but for assemblies in the area high schools.

A practice not widely used, but very effective in new student promotion, and one suggested by Holt, was the use of displays and exhibits in circulation among the area high schools.

In addition to directed efforts of new student recruitment towards the students, the parents of prospective students comprised one of the college's more important publics. Personal interest was extended to parents of prospective students as well as parents of students in considering invitations to open houses, "parents' day", and commencement, as well as direct mailing of informational brochures, and personal letters.

Another exemplary program of student promotion was practiced at Roger Williams Junior College, and described by Everett B. Nelson, Director of Public Relations and Development.

> Personal contacts with high school guidance teachers are maintained by our college counselors, but I have participated by invitation in several high school "College Nights" and find we are being invited to more and more of these as a direct result of our stepped-up publicity and our most successful Guidance Luncheon at the College last December.
>
> At this luncheon. . . we had over half a hundred principals, deans, and guidance teachers from some 30 Rhode Island and nearby Massachusetts high schools.

> Luncheon guests were given specially designed filing folders on the College and its offerings, and results are already noticeable in the form of increased interest on the part of seniors at the high schools represented.

The true value of student promotion is not in the influx of students to the college campus, nor is it the well-filled to sometimes over-crowded classrooms. It is the degree of success of the potential student in gaining the education he is seeking, and in making a happy adjustment in his college life. Quoting Theodore Pearce concerning student recruitment, Stanley Elam had the following to say:

> "Sales promotion" is perhaps too blunt a term for college student recruitment activities since selection is as important as recruitment in college enrollment. Salesmanship as it is commonly understood differs widely from student-recruitment methods employed in the field of higher education. Yet the realistic college administrator faces a sales problem; he realizes that selling the college to a high quality of potential student is of importance second only to the necessity of providing a sound education for that student once he is enrolled.[6]

III. NEW STUDENT PROMOTION AT RICKS COLLEGE

Just as the general trend in junior colleges throughout the nation was directed toward the importance of student recruitment, Ricks College has been equally aware of this important segment of public relations. Being a church supported junior college, Ricks has had a close rapport and working relationship with the wards and stakes of the Latter-Day Saints Church throughout Southeastern Idaho. To enhance the functions of student promotion, the Church has organized ward education committees in each of the wards of the Southeastern Idaho area, forming some 115 education committees. The extent of coverage by these committees was comprehended only by a realization that there were from five to eight wards in each community, each ward comprised approximately five hundred or more persons. Each ward committee was made up of individuals prominent in the community as well as in the ward. The function of the ward committee was to follow up by personal contact and encouragement, the contacts that were made by the College representative at the area high schools and through participation in the "Career Days". In addition to keeping in close touch with such prospective students, the ward education committees also advised the College of additional interested and prospective students, which the committees, as co-workers in student promotion, were constantly seeking out. Such lists of prospective students from the educational committees afforded the College opportunity to correspond with or make personal visits to those prospective students. The College in turn, disseminated recruitment packets, materials, brochures, catalogs, application forms for admission, application forms for scholarships, employment, housing, and other aids to the ward education committees. Thus, through such organization, a constant channel of "live" communication linked the College with its prospective students.

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[6] Stanley M. Elam, "Testing Public Relations Procedures" College Public Relations Quarterly, January, 1956, Vol. 7, p. 28.

As was evidenced by the study on student recruitment by Stanley Elam[7] the most effective type of student recruitment was a combination of personal-direct and impersonal-indirect contact. Following this method, Ricks College initiated its personal-direct contact with prospective students through a number of activities. In addition to the regular high school visitations, at which the College representative personally met and counseled with interested students, the College has also been invited to participate in Career Days, special days designated by the high schools where students and their parents have met and counseled representatives from different colleges. Meeting with the parents of potential students has proven successful in establishing a rapport with that equally important public.

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[7] Ibid.

Further personal-direct contact has been afforded by the annual Youth Conference at which Ricks College was host to over 1200 area high school junior and senior students. The Youth Conference provided opportunity to tour the school, participate in the various departments, view demonstrations and exhibits, receive spiritual and cultural edification in the conference meetings, socialize at the luncheon and the various social activities of the day. The contacts instigated by the Youth Conference were enhanced by the follow-up work of the ward education committees.

In addition to the many direct and concerted efforts of student promotion, Ricks College has always been available and provided facilities for such campus meets as music clinics and festivals, speech and dramatic meets, science fairs, track and other athletic meets, and other functions that attract high school students to the campus. The College also has had an expansive mailing list through which every senior within a radius of one hundred miles has received a catalog plus an all-purpose informational bulletin. In addition, every male senior has received a brochure describing the Technical Education Division of the College. Once again, the ward education committee has been brought into play as they have made the personal follow-up contact and thus completed the link between college and prospective student.

Throughout all functions and activities of student promotion at Ricks College, two factors have constantly been in prominence. First, the ability of Ricks College to provide the type of educational offering which the student was seeking, and second, the high quality and standards of potential student which Ricks College, as a church supported college, desired.

IV. SUMMARY OF CURRENT TRENDS AND PRACTICES IN STUDENT PROMOTION

Reflected in the national, as well as Ricks faculty survey, the area of student promotion or recruitment has been rapidly becoming one of the most widely accepted and practiced phases of public relations. Used as the criteria for the evaluation of the public relations program, many institutions placed more emphasis upon that one single area than any other, save publicity. Recognized as an integral part of total public relations by most progressive junior colleges, it has been coordinated into other related public relations functions.

According to the survey, 180 of the 187 respondents who completed the final phase of the survey, indicated some activity in the area of student promotion. In addition many of those who did not complete the final phase of the survey, never-the-less expressed an extensive degree of activity in various segments of student recruitment. While some public relationists viewed student recruitment as a gimmick of salesmanship, and a means of merely adding quantity to the already overcrowded classroom, most junior college public relationists looked upon it as a source for potential leaders in school and community. Using the simile so succinctly expressed by Everett B. Nelson, Director of Public Relations at Roger Williams Junior College,

> The desired end results of all the labors of the public Relations and Development Office should be increased appreciation, understanding and financial support of Roger Williams . . . by all segments of the . . . communities from which we draw our raw materials and to which, after they have been shaped and molded, we give back our finished products.

Reiterating this same view, student promotion, with its principal segment, visitations to high schools, was accorded the greatest value as well as greatest frequency in the total summary of the survey, thus, an indication of the direction of the trend in this area. While other activities played accompanying roles to high school visitations, they are lesser roles in varying degrees from the principal personal-direct contact of Career and College days.

CHAPTER VI

COLLEGE-COMMUNITY INTERACTION

With the emphasis on publicity and information, public relations of the past in the junior colleges have tended to neglect the pertinent area of community relations. Accepting the concept that an informed public is a supporting and understanding public, neglects the important two-way directional flow of true public relations. Only by a close college-community interaction can the college be conscious of the pulse of the community as well as keep the community informed of the college. Cognizant of the full scope of public relations, the general trend in junior college public relations, though gradual and in many instances, even dilatory, was toward the acceptance and recognition of community services and community relations as an obligation of the two year college. Recognition of the major role of community services was indicated in the trend of junior colleges today being defined as community colleges, oriented to the needs of their communities.[1] As indicated in the earlier part of this study,[2] the assumption that a community college was necessarily a public junior college, was without foundation. The very fact that the junior college, whether public or private, was filling the community needs, was the principal instigating factor in the trend of the junior college assuming the role of community college. So whether public or private; denominational or independent, the community college is, or should be, the focal point of the community's concentric circles of interests and activities.

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[1] Ervin L. Harlacher, "Community Services in California Public Junior Colleges." Unpublished Report, 1960, p. 1.

[2] *Supra*, p. 28.

I. MEANING AND SCOPE OF COLLEGE-COMMUNITY INTERACTION

Junior college community services and community interaction, often thought of as synonymous, had their beginning in the form of extension courses and services offered to the local community to meet the vocational, social, religious and civic needs of the community in which the junior college was located. Just as publicity was the progenitor of modern day public relations, extension services in the form of adult education was the progenitor of modern day college-community integration. Just as publicity is today recognized as only one segment of total public relations, so also, is adult education merely one segment of community service and integration. Because of its role as progenitor, however, junior colleges are often too hasty to assume that an adequate adult education course fulfills the obligations of the college in meeting the needs of the community.

The relationship of adult education to total community services and interaction may be likened to the relationship of college community interaction to total public relations, only one phase or segment of the whole. Thus, college-community interaction is much broader in scope than the single segment of adult education implies.

Ervin L. Harlacher, an authority in the pilot survey, has made a very revealing study of the community services in the junior colleges of California. Not yet published, the report of the study has been shared with this writer to further substantiate the findings of the current survey on junior college public relations. In his study, Harlacher described the scope of community services in the account of a mythical California junior college. The college, the cultural center of the county, afforded opportunity to the entire county to enjoy musical and dramatic performances by college student groups as well as individuals and groups of national and international reputation. The fine arts aspect of the community service of the college also consisted of various forums and lectures on cultural, literary, travel, and political topics. The participation and leadership of the college faculty and administration in community, service and church organizations; the participation and cooperation of the college in solving community problems and promoting community projects; the participation and cooperation of both faculty and students in dealing with community problems of juvenile delinquency, zoning, organizing and operating youth centers, planning for beautification of streets and parks, and coordination of college facilities for adequate police and fire protection, all comprised the community services of the college. Thus, is was evident that the scope of community services was far more inclusive than adult education.

The extent of community services in the Harlacher study was indicated by the responses from the thirteen junior college districts in which twelve of the thirteen respondents included community services as part of the overall public relations program. Only three of the thirteen

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[3] Harlacher, op. cit., pp. 4-5.

however, coordinated the community service program by or with the public relations director.[4]

> This would seem to indicate that a dual track public relations program exists in many of these colleges: a community service program directed by one official and a public relations program directed by another official.[5]

It seems evident, from the Harlacher study, as well as the current national survey of junior colleges, that while college-community interaction and college services were an integral part of the total program of the college, they were more often a segregated part, separate and apart from the activities and functions of the public relations program. There again, was evidence of need for effective coordination and organization in the numerous phases of public relations of the junior college. The extent of community services on junior college campus was evidenced by the many respondents who expressed a limited public relations, but gave evidence of community services, citing again the example of the respondent whose school had been so occupied with its many community projects and obligations that there had been no time for public relations. While the relationship of community interaction to total public relations was not recognized by all, the importance of college-community integration, as the keystone of the program of the community college, was mutually accepted.

II. EXTENT AND EVALUATION OF COMMUNITY SERVICE ACTIVITIES

The nebulosity of community interaction presented disadvantages and difficulties in determining accurately an evaluation of a program as a whole. Reflected in the responses of the national survey, many aspects of community services and college-community integration lacked sufficient distinctness to be analyzed in the light of evaluation. Thus, only those activities which had definite form and pattern were considered in the evaluation given by the four comparative junior college groups of the study. Table XII gives the total summaries of the relative values of sixteen definite community service activities, comparing the four college groups: pilot, public, private and Ricks. Included also in Table XII are the total summaries showing the extent of activity or practice in each of the sixteen community service activities. While community services comprised many more activities than the sixteen listed, they represented the more widely practiced activities in college and university public relations.

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[4] _Ibid._, p. 5.

[5] _Ibid._

Of the sixteen agents of community service, the most widely practiced and unanimously valued activity was not an activity at all, but an availability. In three of the four comparative groups, the availability of college facilities for community activities was accorded the value of greatest importance, the value of "4". Of the pilot survey, 42.8 per cent recognized this value, while the same number made this practice a constant part of public relations. The public college survey revealed that 27.9 per cent represented the majority of respondents to accord the highest value, while 28.7 per cent incorporated this into their public relations. The private college survey reflected the same evaluation, but by a relatively lower percentage. Whereas only 18.8 per cent represented the greatest number to accord a value of "4" to this

TABLE XII

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF COLLEGE-COMMUNITY INTEGRATION

Activities in the Area of College-Community Integration	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. College Community Fine Arts Series	3	5	5		2	5	2	4	1	4
b. College Community Symphony		6	5		3	1	3	2	2	7
c. College Community Theater	1	8	4		2	3	5	3	1	4
d. Speakers Bureau for Community Service	4	6	4	1		7	3	3	2	
e. Program Bureau for Community Service	1	5	3	2	1	3		4	2	3
f. Leadership Week			3		6			2		7
g. Workshops, Seminars, Clinics	3	7	4	2		5	4	4	4	
h. Off-campus Classes and Lectures	3	3	6	2	2	3	2	4	3	2
i. Student Service Clubs	1	5	6	2		3	6	3	2	1
j. Faculty Wives or Women's clubs		3	4	5	2	4	2	2	2	5
k. Mother's Clubs			1	5	5				1	10
l. Audio-visual Services to Comm.		1	2	3	3		1		2	7
m. Travel-study tours			1	3	4				1	7
n. Coordination city, campus police	2	3	2	4		3	3	2	2	1
o. Coordination of city and college Library	1		6	3	2			3	4	3
p. Availability College Facilities	9	3	3			9	4	3	1	1
PUBLIC JUNIOR COLLEGE										
a. College Community Fine Arts	20	19	9	3	4	17	3	6	10	22
b. College Community Symphony	[illegible]	19	12	1	9	9	5	5	3	33
c. College Community Theater	14	17	10	4	8	10	9	8	8	24
d. Speakers Bureau for Community	19	25	12	3	4	10	13	14	13	9
e. Program Bureau for Community	12	1	12	2	6	5	12	11	4	22
f. Leadership Week		11	13	6	15		1	5	3	37
g. Workshops, Seminars, Clinics	15	25	12		10	8	13	18	4	16
h. Off-campus classes and lectures	16	15	13	4	9	8	12	11	5	23
i. Student Service Clubs	7	24	13	8	8	26	14	9	13	14
j. Faculty Wives or Women's Clubs	6	12	18	13	11	13	6	7	10	27
k. Mother's Clubs	1	8	10	6	21	2	1	3	2	41
l. Audio-visual Services to Comm.	5	8	17	10	10	2	4	8	12	26
m. Travel-study tours	2	11	11	5	19	3	1	3	3	41
n. Coordination city, campus police	5	6	10	9	16	4	5	7	6	28
o. Coordination city, College Lib.	14	14	18	11	8	19	10	18	8	14
p. Availability College Facilities	34	26	9	4		35	15	13	4	1

TABLE XII (continued)

Activities in the Area of College-Community Integration	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PRIVATE JUNIOR COLLEGES										
a. College Community Fine Arts	6	11	13	4	4	9	3	9	4	14
b. College Community Symphony	2	5	14	7	6	5	5	2	4	22
c. College Community Theater	2	8	15	5	7	6	4	3	5	17
d. Speakers Bureau for Community Service	5	10	16	2	6	8	4	12	2	12
e. Program Bureau for Community Service		8	14	3	8	2	7	6	6	16
f. Leadership Week	2	6	9	6	11	3		3	5	21
g. Workshops, Seminars, Clinics	4	12	19	2	4	5	7	13	6	10
h. Off-campus, classes and lectures	1	8	15	6	5		1	9	8	17
i. Student Service Clubs	3	8	10	7	6	5	5	7	4	13
j. Faculty wives or Women's Clubs	1	10	8	7	6	5	6	4	3	17
k. Mother's Clubs	4	5	8	11	10	4	2	1	6	24
l. Audio-visual Services to Comm.	2	3	9	11	8	2	2	5	8	17
m. Travel-study tours	3	3	10	8	11		2	4	3	24
n. Coordination City, Campus Police	4	8	6	9	10	5	4	4	5	16
o. Coordination City, College Lib.	5	9	12	5	10	7	4	7	8	13
p. Availability College Facilities	17	16	13	6		18	11	10	9	1
q. Other Sources	2	4				3	1	1		
RICKS COLLEGE										
a. College Community Fine Arts	16	20	3	1		5	9	12	8	3
b. College Community Symphony	9	15	12	2		2	9	12	7	3
c. College Community Theater	8	21	10	1		6	11	7	8	1
d. Speakers Bureau for Community	14	17	7			8	8	13	3	3
e. Program Bureau for Community	15	18	6			4	11	13	3	1
f. Leadership Week	22	15	1			17	14	2		
g. Workshops, Seminars, Clinics	10	18	6	1		1	6	10	9	3
h. Off-campus Classes and Lectures	15	20	3	1		4	16	9	3	1
i. Student Service Clubs	11	18	10	1	1	5	6	16	4	
j. Faculty Wives or Women's Clubs	3	12	21		2	2	7	10	4	2
k. Mothers' Clubs	2	6	17	1	3	1	2	3	10	6
l. Audio-visual Services to Comm.	5	16	14	3		1	10	5	6	5
m. Travel-study Tours	2	10	17	4	2		1	10	3	12
n. Coordination City, Campus Police	10	14	11	3		8	11	7	3	1
o. Coordination City, College Lib.	8	16	10		1	6	15	5		1
p. Availability College Facilities	11	25	3			8	20	6		1

activity, a majority, represented by 20 per cent of the private respondents indicated its principal place in the public relations program. According to the opinion of the faculty of Ricks College, the place of college facilities for community use was given a value of major, but not greatest importance. Likewise, it was considered in usual practice, but not the most widely practiced activity of community service.

The evaluative scores for the relative value of the remaining fifteen activities listed in community integration and service showed a wide variance, but close marginal differences between values. Accorded a value of "3", a major value by the pilot survey were the fine arts series, college-community symphony, college-community theater, faculty speakers bureau, program bureau, and workshops and seminars. Analyzing these results percentage-wise, the community-theater, represented by a majority of 38.1 per cent, and the workshops and seminars, with a 33.3 per cent majority, were the two most important segments of community integration according to the pilot survey.

The public college survey evaluated the activities of community integration generally equal or slightly higher than did the pilot survey, and with a slight marginal difference. The community-fine arts received the highest value of "4" according to the 16.4 per cent representing the majority of the respondents. The marginal difference between the two highest scores in this evaluation was less than 1 per cent. The same was true in the activity of program bureau and off-campus lectures and classes. Of significance was the relative value of the various activities accorded by the public colleges in relation to the extent of activity to which they were practiced. While the more pertinent activities of community service were given relatively high values, the tabulation indicated that in the greater number of public colleges, such activities were omitted from the public relations program.

The private college survey reflected a slightly different picture. Whereas thirteen activities of community integration, (the speakers bureau, workshops and seminars excepted) were omitted from the greater number of private colleges, the percentages ranged from 14.4 per cent majority to a majority of 26.6 per cent. In all cases, however, the decided majority indicated the absence of such practices from their public relations program. In light of the limited community service and integration among the greater number of private colleges, it was expected that a relatively low value would be placed upon those activities. Thus, by approximately the same percentage range, the greater number of private colleges accorded only average importance, a value of "2", to all but one of the aspects of community integration, that one being faculty wives or women's clubs, which received a value of "3", major importance. An overall comparison of the values and extent of activity can be seen in Table XIII.

It is significant, as was repeatedly reflected in the national survey, as well as the Ricks faculty survey, that value is in proportion to familiarity. Those things with which an individual is more familiar and more closely acquainted, holds more value in the sight of the individual. Whether public relations, field of educational endeavor, civic contributions, or what ever it may be, this same principle holds true.

TABLE XIII

COMPARATIVE VALUES OF ACTIVITIES IN THE AREA OF COLLEGE-COMMUNITY INTEGRATION

Activities in the Area of COLLEGE-COMMUNITY INTEGRATION	Pilot Survey		Public Colleges		Private Colleges		Ricks College	
	Value	Frequency	Value	Frequency	Value	Frequency	Value	Evaluation
a. College Community Fine Arts Series	3	4	4	0	2	0	3	2
b. College Community Symphony	3	0	3	0	2	0	3	2
c. College Community Theater	3	3	3	0	2	0	3	3
d. Speakers Bureau, Community Service	3	4	3	2	2	3	3	2
e. Program Bureau, Community Service	3	2	4	0	2	0	3	2
f. Leadership Week	0	0	0	0	0	0	4	4
g. Workshops, Seminars, Clinics, etc.	3	4	3	2	2	3	3	2
h. Off-campus classes; lectures, etc.	2	2	4	0	2	0	3	3
i. Student Service Clubs	2	3	3	4	2	0	3	2
j. Faculty Wives or Women's Clubs	1	0	2	0	3	0	2	2
k. Mothers' Clubs	1	0	0	0	1	0	2	1
l. Audio-visual Services to Community	1	0	2	0	1	0	3	3
m. Travel-study Tours	0	0	0	0	2	0	2	2
n. Coordination of City, Campus Police	1	4	0	0	0	0	3	3
o. Coordination, City, School Library	2	1	2	4	2	0	3	3
p. Availability of College Facilities for Community Activities	4	4	4	4	4	4	3	3
q. Other Community Activities	-	-	-	-	3	4	-	-

Similarly, this principle was reflected in the Ricks faculty survey: those activities with which the faculty members were more familiar, were the activities given the greater values. Of the Ricks faculty survey, the activity which received the highest value, and that for which Ricks College is noted, was the annual Leadership Week. The remaining activities were evaluated in proportion to the extent of their presence at Ricks College. Those activities which received a value of "3" consisted of all the remaining activities with the exception of faculty wives' club, mothers' club, and travel tours, which received the value of "2".

III. CASE STUDIES OF COMMUNITY INTERACTION

From the respondents of both the pilot survey and the general survey came some outstanding programs of community service. The contributing factor to the success of such programs was expressed in the program of community relations of American River Junior College, by E. Deon Holt,

> In this category, more than any other, the "two-way" flow of communications must receive emphasis. Citizens of the . . . area must be made aware that . . . this is "their college," that they have a vested interest in the school and a voice in its operation.
>
> One of the primary characteristics of the community college is responsiveness to local needs. . . One important element in the successful execution of this responsibility is for the college personnel to participate in as many facets of community life as possible so that a continuous two-way road between the college and a large number of active groups within the community will be maintained.
>
> . . . This participation in community and church groups is very desirable from a community relations point of view and should be encouraged. Citizens feel they know the college better and they feel closer to it if they are acquainted with someone who is part of the college staff.

The program of community relations was further described by Holt, as he gave the formation and function of the Citizens Advisory Committee, a committee of sixty-five members, who met twice a year to learn of college plans and advise the school on problems facing the college; the Trade Advisory Committee, composed of members from specific occupational areas, and functioned in advisory capacity on problems of curriculum in the areas of specialization. The importance of the college as a community center was emphasized, and campus facilities were available to community groups whenever such use did not interfere with the educational program of the school. In addition to the above, lecture series and invitational open houses were held. A guide service, for open houses, and at all times by appointment, was provided as a segment of community relations.

In the policies of Foothill College, California, Ervin Harlacher listed the community services of that school which included the following:

1. Speakers Bureau
2. Public events
    a. Lectures and forums
    b. Film series
3. Cultural activities
    a. Music series
    b. Arts programs
    c. Drama programs
4. Community leadership and development
    a. Lectures and forums
    b. Institutes - workshops
    c. Advisory assistance
    d. Occupational and industrial surveys
5. Educational services for business, professional and governmental groups
    a. Workshops - institutes
    b. Lectures - forums

6. Community recreation

7. Community use of college facilities

8. Special events and activities
   a. Exhibits
   b. Campus tours
   c. Open house
   d. Special ceremonies

9. Films and slides
   a. College movie
   b. Slide series

10. Community participation in college program
    a. Citizens committees
    b. Advisory committees
    c. Resource personnel

One of the finest examples of community service and college community interaction was found at Catherine McAuley College, New York. A school primarily designed to train the young Catholic sisters of the area, but which afforded the community a rare and invaluable service, Catherine McAuley College had a Special Services Wing, which was a major component of the college itself. "In conjunction with the Special Services Wing . . . the college offers to the Rochester area a Reading Laboratory, Speech Clinic, and Testing and Guidance Center."[6]

> The college faculty sponsored these special services as a contribution to the Rochester community and its environs. . . Approximately four thousand students from Rochester schools and those of surrounding towns have availed themselves of these special services and were on file when the records were moved to the new headquarters in the west wing of the college. Public and parochial schools are represented in approximately equal proportion.[7]

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[6] Personal Correspondence of the Author, letter from Sister Mary de Pazzi, Dean, Catherine McAuley College, New York, May 16, 1961.

[7] Ibid.

IV. COMMUNITY INTERACTION AT RICKS COLLEGE

As was evidenced in the early history of Ricks College, although not a community college by the definition of some authorities in the junior college field, it has had all the segments of a community college in its college-community relationship. Although it draws its student body from across the United States and many foreign countries, its services and inter-relationship to its immediate communities has been more than incidental. The support and relationship of the community to the college has been proven on many occasions, and again in a recent major decision relative to the future growth of the college.

To determine the extent to which the faculty members had assimilated themselves into the community life, a phase of the faculty survey was accordingly formulated. Of the forty-one members responding to the survey, it was found that twenty-four, or 58 per cent actively participated in various civic groups, which accounted for thirty-seven memberships in those groups. Of the forty-one respondents, forty, or 97 per cent actively participated in church groups, which represented eighty-one church positions.

Other factors relative to community relations were brought out by the following responses. It was the opinion of 53 per cent of the faculty that the college has received adequate community support, and 70 per cent are of the opinion that Ricks has contributed adequately to community betterment. The general opinion was perhaps clarified by the 80 per cent who felt that the community as a whole was not aware of the services offered by the college, and the 78 per cent who believed that, whether aware or not, the community was not taking advantage of the many services offered by the college. It seemed that the area of community relations and service could have benefited from closer coordination with the area of publicity.

Among the outstanding features of community services at Ricks College were the numerous cultural events, such as the fine arts, the college community symphony and college community theater. There have been the program and the speakers bureau available to communities of the surrounding area; off-campus classes and lectures, workshops and clinics, both on and off campus, and a most important feature, the annual Leadership Week. Discussed in the early history of the college,[8] the Leadership Week has been a service of community leadership in which opportunity has been afforded the members of the surrounding communities to become better leaders in the home, church and community. Workshops and institutes have been held in conjunction with Leadership Week, as well as many other phases of community services.

As was indicated in Harlacher's study of Community services, many of the segments of this area were not coordinated under public relations, but rather directed by the extension division. Thus in areas where there was a dual track in the community services, there was also repetition, a further evidence of need for coordination in the total efforts of public relations.

V. SUMMARY OF CURRENT TRENDS IN COMMUNITY RELATIONS

Because of the nebulous nature of community relations and the many abstract segments of it, a statistical evaluation did not present a wholly accurate picture of community relations as it existed in junior colleges. From personal responses as well as the questionnaire itself, it was evidenced by the survey that community relations and community service was an integral part of the junior college program. Whether or not it was comprised within the public relations program, some community services and relations existed on approximately every campus represented in the survey. Only 83 per cent of the respondents indicated some community services as part of the public relations program, and many activities were of an abstract inter-relationship, omitting specific community service activities.

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[8] Supra., p. 6.

In addition to the specific and definite community service activities, an important segment of community interaction was the reciprocation between college and community; participation of the college members in civic and community groups; citizens advisory committees which advised and assisted in the problems and planning of the college; an actual rather than theoretical two-way channel of communication and interaction.

While many colleges have advanced rapidly in the area of community relations, it appeared from the survey that this was one of the weaker and often neglected areas in the junior colleges of the nation.

CHAPTER VII

OTHER PHASES OF PUBLIC RELATIONS

Just as was revealed in the survey on community relations, there were many aspects of public relations which were too nebulous to be evaluated, or even defined. Reiterating the definition of Reck that public relations is the sum total of all impressionistic aspects of the college, many such aspects were not even discernible. In view of the nature of public relations, then, only those phases of public relations which can be defined, which are qualitative as well as quantitative, are considered in this chapter. The specific phases considered herein are alumni relations, fund raising and development, special events planning, radio and television programming, audio-visual media, advertising, professional relations and evaluation.

I. ROLE AND SCOPE OF ALUMNI RELATIONS

The Alumni, like public relations is a part of every college, whether recognized or not. In that alumni public lies a rich source of potential support and leadership. In far too many junior colleges, however, that supply of leadership was waiting to be tapped. Such were the findings of the national survey in this area of junior colleges. As is summarized in Table XIV, the total score of values and extent of activities in the area of alumni relations, this area was one of the weaker aspects of the national picture of junior college public relations. Of the total 187 respondents who completed the final phase of the survey, fifteen indicated the complete omission of any activity in this area. The

TABLE XIV

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF ALUMNI RELATIONS

Activities in the Area of Alumni Relations	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Alumni Magazine		3	1	1	5					10
b. Alumni Newsletters	1	4	3	3	2	3	1	2	1	7
c. Homecoming Activities	1	8	4	3		7	5	4		
d. Alumni Fund Campaign			4	2	4					8
e. Alumni Gifts		1	5	2	3			2	1	6
f. Campus Facilities for Alumni Use	1	4	3	1	3	2	3	4	2	5
g. Alumni Organization	5	4	3	2	1	4	4	5	1	2
PUBLIC JUNIOR COLLEGES										
a. Alumni Magazine	5	15	1	3	10	2	1	4	1	34
b. Alumni Newsletters	10	18	13	1	8	5	4	9	11	21
c. Homecoming Activities	11	21	12	9	2	11	12	14	6	9
d. Alumni Fund Campaign	5	14	8	4	12		2	6	7	29
e. Alumni Gifts	6	12	8	4	12	1		10	4	28
f. Campus Facilities for Alumni Use	20	16	12	3	6	8	6	14	7	12
g. Alumni Organization	20	22	9	2	3	14	13	9	7	12
PRIVATE JUNIOR COLLEGES										
a. Alumni Magazine	18	14	10		8	19	6	2	2	17
b. Alumni Newsletters	18	18	10	1	5	17	10	10	3	8
c. Homecoming Activities	13	23	12	4	3	22	14	6	4	5
d. Alumni Fund Campaign	16	16	16	2	1	21	10	11	4	6
e. Alumni Gifts	17	16	12	1	2	12	14	11	4	4
f. Campus Facilities for Alumni Use	7	14	16	6	4	7	9	14	8	5
g. Alumni Organization	38	16	12	2		31	11	15	3	2
RICKS COLLEGE										
a. Alumni Magazine	8	15	7	1	1		2	5	4	15
b. Alumni Newsletters	8	15	6	2			1	6	3	14
c. Homecoming Activities	9	16	8	2		3	11	14		4
d. Alumni Fund Campaign	6	9	14	2	1		1	5	7	11
e. Alumni Gifts	7	9	8	4	2	1	1	6	3	10
f. Campus Facilities for Alumni Use	8	13	9	2		6	3	9	3	8
g. Alumni Organization	14	6	6				7	9	4	6

actual alumni organization, in itself, a major public, was recognized as of the greatest importance in the functions of public relations. This value was accorded by 23.8 per cent of the pilot survey, 18.0 per cent of the public colleges; 42.2 per cent of the private colleges, and 34.1 per cent of the Ricks faculty survey. In light of the greatest value that was given the alumni organization, it was the most frequently found alumni activity on the private junior college campus, indicated by the 34.4 per cent which represented the largest group. The public junior college indicated its most prominent place in the public relations program by a very slight margin of less than 1 per cent over the next lower extent of activity. Both the pilot institutions and the Ricks faculty survey indicated a value of "2", an occasional extent of activity, in the functions of the alumni organization.

A significant reflection of the survey, indicated in Table XIV, and again in Table XV, giving the comparative values of activities in the area of alumni relations, was the concertedly high extent of activity found in the private junior colleges, in contrast to almost no alumni activity, other than the organization itself, in the pilot and public colleges and Ricks College. With the exception of homecoming activities and campus facilities for alumni use, the pilot and public colleges, together with Ricks, indicated a very limited program in this area. In contrast, however, values of major importance, "3", to greatest importance, "4", were given to virtually all of the activities listed in this area. Although the magazine was accorded the value of no importance by 23.8 per cent of the pilot survey, it was given a major value of "3"

TABLE XV

COMPARATIVE VALUES OF ACTIVITIES IN THE AREAS OF ALUMNI RELATIONS, FUND RAISING AND SPECIAL EVENTS

Activities in the Areas of ALUMNI RELATIONS, FUND RAISING AND SPECIAL EVENTS	Pilot Survey		Public Colleges		Private Colleges		Ricks College	
	Value	Fre-quency	Value	Fre-quency	Value	Fre-quency	Value	Evalu-ation
ALUMNI RELATIONS								
a. Alumni Organization	4	2	3	4	4	4	4	2
b. Alumni Magazine	0	0	3	0	4	4	3	0
c. Alumni Newsletters	3	0	3	0	4	4	3	0
d. Home coming activities	3	4	3	2	3	4	3	2
e. Alumni Fund Campaign	2	0	3	0	3	4	2	0
f. Alumni Gifts	2	0	3	0	4	3	3	0
g. Campus Faculities for Alumni use	3	0	4	2	2	2	3	2
FUND RAISING								
a. Development Fund	0	0	0	0	4	4	3	2
b. Alumni Fund	2	2	3	0	3	4	3	0
c. Business, Service Clubs' Support	2	2	4	3	2	2	3	3
d. Scholarship Campaign	2	4	4	4	4	4	4	2
e. Special Programs	0	2	3	0	2	2	2	2
f. Other Promotions	-	-	-	-	4	3	-	-
SPECIAL EVENTS								
a. Home coming	3	4	3	4	3	4	3	3
b. Anniversary or Founders Day	2	0	2	0	2	2	3	2
c. Dedications	2	2	3	0	3	2	4	0
d. Commencement	3	4	4	4	4	4	4	3
e. Other Special Events	3	3	4	4	-	-	-	-

by the public colleges as well as Ricks, and the highest value of "4" by 20 per cent of the private colleges, representing the greatest frequency group. A similar pattern of values held true for the remaining activities of homecoming, which indicated a recognition of the value of such activities as the alumni newsletter, the alumni fund campaign and alumni gifts, but indicating also a weakness in the area of alumni relations concerning those specific activities.

Examples of alumni relations among the respondents reflected the value of this area in promoting other areas of public relations. The alumni organization was an extremely valuable source for volunteer workers in student recruitment. From the ranks of the alumni came valuable citizen advisory committees. Such committee members, it was believed, had the best interests of the college at heart.

American River Junior College recognized that as the ranks of the alumni grew, the role of the alumni organization would increase in significance. Thus, to keep in close touch with the alumni of the school, an up-to-date mailing list of alumni was maintained. In addition to the dissemination of information and material through this mailing list, personal invitations to special events and functions of the school were extended directly to the alumni. The periodic newsletter was another feature of alumni relations which kept the interests of the alumnus alive and directed to constructive and enhancing channels.

Everett Nelson, the Director of Public Relations at Roger Williams Junior College, told of the reactivation of the alumni of that school. As he stated, "It is a universally accepted fact that before a college can expect outside support it must show that it is getting support from its own family." Thus, a concerted effort was currently being made at Roger Williams to reactivate the 500 men and women comprising the alumni of that school since its beginning as a junior college. To do this, with the help of the Alumni Governing Board, letters were sent out and with the response, an up-to-date mailing list and vital statistical record was made. An Alumni Bulletin or newsletter was used to re-establish communications with, and seek the support of the alumni. Further organization of alumni was described in the formation of the Alumni Council, made up of representatives from each class. It was from this council that the Alumni Governing Board was drawn, as well as other areas of support and assistance at the college.

II. FUND RAISING AND DEVELOPMENT

An area considered the essence of public relations was the phase of fund raising and development. So important was this phase, and so completely integrated in scope with overall public relations, that it was one of the three main factors considered by the American College Public Relations Association in its study on the Advancement of Understanding and Support of Higher Education. Francis Pray referred to fund raising as one of the three-horse team of his "Troika." The success of building understanding and support for an institution is based upon the premise that the tools of understanding and support are found in the administrative areas of public relations, fund-raising, and alumni relations. In order to make maximum use of all three tools, they must be coordinated into a systematic and persuasive program or team, hence the three-horse team, "Troika."[1]

The place of fund raising was further clarified in the report of the Greenbriar conference of the American College Public Relations Association. In recognition of the need of expanded support of institutions of higher learning, the American College Public Relations Association's self study revealed that of 385 schools surveyed, 241 had fund raising as a separate function. So important was this segment of public relations that it was recognized as the cornerstone upon which the total development is built. Confusion in the terms development and fund raising has arisen in recent years due to the euphemistic use of the term, development, to disguise the true function of fund raising. Although the two terms are used synonymously by some, the current trend is to the recognition of the full scope of development. Thus, development, as it is used by most authorities in higher education, involves the entire program of planning and promotional affairs, including fund raising.[2]

Like other areas of public relations, though fund raising may be a separate function, as existing on many campuses, it never-the-less is an integral part of public relations and overlaps many areas of it. For example, one of the strongest facets of fund raising is through alumni relations in the form of the alumni fund. Certainly fund raising programs would meet success without the cooperation of the publicity facet of public relations. Then too, the fruits of fund raising can be richer than just the measurement of dollars alone. For example:

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[1] Francis C. Pray, "Troika," Pride, November 1960, p. 5.

[2] The Advancement of Understanding and Support of Higher Education. American College Public Relations Association Conference Report (Washington D. C., 1958), p. 45.

> A well-run fund raising campaign can do much to help build a favorable public image of the institution; and the number of givers may be almost as important, in terms of a long-range program, as the dollar take.[3]

Concerning the role and relationship of fund raising and development, Bernard Taylor has said,

> Planned long-term college and university financing . . . is now a wide spread movement. This has been a major contribution to American higher education for it has not only brought in immense sums of money, but more important, it has caused colleges and universities to evaluate their educational programs and improve their educational services by the judicious use of the funds given them.
>
> The end objective of a development program is not money but the development of greater educational service to humanity, to the nation, and to the constituencies of the institution.[4]

One of the significant reflections of the survey of junior college public relations was the patternal difference between public junior colleges and private, in some areas. Whereas the private junior college emphasized alumni relations, the public junior college indicated a very limited extent of activity in this area. A similar pattern was reflected in the area of fund raising. Because the public junior college is a tax supported institution, there was very little emphasis placed upon this function.

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[3] Ibid., p. 47.

[4] Bernard P. Taylor, "A Policy, A Study, and a Plan," Pride, May 1959, p. 6.

As indicated in Table XVI, of the ninety-five public college respondents who completed the final phase of the survey, twenty-five representing 26.3 per cent indicated the complete omission of fund raising and development from their public relations program. This represented 20.5 per cent of the total public colleges. Of those who indicated some measure of fund raising, only the practice of scholarship campaigns was accorded the highest relative value of "4" and that by a majority group of only 19.7 per cent. The practice of scholarship campaigns was accorded a principal place in the program of public relations by 17.3 per cent of the total public junior colleges. Other segments of fund raising, while given varying levels of value, were found to be in practice in an extremely limited number of public colleges. The largest group indicated the complete absence of those activities from their public relations.

In contrast to the public college picture, the private colleges showed a stronger emphasis in the area of fund raising, realizing that this area is one of the main sources of the life blood of the institution. Of the total ninety private college respondents, only five, or 5.5 per cent indicated a complete absence of this area from their program. The various activities of the fund raising phase received relatively high values as did the degree of activity of those different segments. Of the ninety respondents, 27.8 per cent accorded the development fund the highest relative value of "4". Justifying this evaluation, 22.2 per cent indicated its highest extent of activity, an equal value of "4". Although the alumni fund received only slightly less relative value and that by a very narrow margin, 24.4 per cent indicated the greatest

TABLE XVI

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF FUND RAISING

Activities in the Area of Fund Raising	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Development Fund			2	1	4			1	1	5
b. Alumni Fund	1	1	3	2	3	1		4	3	2
c. Business and Service Club Support		2	4	1	2		2	6		2
d. Scholarship Program	1	3	4		2	3	2	3		2
e. Special Programs		1	2	1	3			4		3
PUBLIC JUNIOR COLLEGES										
a. Development Fund	7	9	8	1	10	4	4	2	2	28
b. Alumni Fund	6	13	10		8	1	4	7	2	28
c. Business and Service Club Support	21	16	7	2	2	12	14	9	2	9
d. Scholarship Campaign	24	15	9	2	3	21	13	9	2	10
e. Special Programs	8	10	9	2	3	6	4	5	8	14
f. Other					3					3
PRIVATE JUNIOR COLLEGES										
a. Development Fund	25	21	8	2	1	20	15	8	3	6
b. Alumni Fund	20	24	13	2	1	22	16	12	4	3
c. Business and Service Club Support	7	16	18	8	5	5	11	13	9	13
d. Scholarship Campaign	15	14	10	7	5	10	10	9	8	8
e. Special Programs	6	11	13	3	4	7	8	14	4	4
f. Other	3	1	1			2	3		1	
RICKS COLLEGE										
a. Development Fund	10	13	8	1	1			13	5	12
b. Alumni Fund	11	14	10		1	1	1	6	7	12
c. Business and Service Club Support	12	15	8			2	11	9	4	9
d. Scholarship Campaign	19	12	8			3	7	13	3	9
e. Special Programs	9	9	12	1	1	3	4	7	4	5

extent of activity of the alumni fund. Like the public college, the private college recognized the value of the scholarship campaign, both in the relative value accorded it, and the extent of activity in the program. Other segments of fund raising were given average recognition both in relative value and the extent of activity in the private junior college.

Table XV, page 203, shows the comparative values according to the greatest frequency recognizing any one value, in the various segments and activities of fund raising.

The integral part of fund raising to public relations and public relations to fund raising was expressed by Everett Nelson, Director of Public Relations and Development, Roger Williams Junior College:

> It is a truism that Understanding must precede Giving. For no one -- be he an alumnus, a corporation officer, a trust or foundation administrator or a well-heeled and public spirited individual--is going to open his purse-strings to us unless he has a clearer picture of our history, our achievements and our ultimate goals.

Thus, fund raising was found to be a vital and needed organ of public relations, not a separate function from it, but an integral part of it, to be one of the means to the final end of educational service. Whether tax supported or privately supported, the junior college has an obligation to incorporate the many publics, including the alumni, a major public, into partnership with the college to promote interest, understanding, and support of a far greater nature than financial alone. Unless the administrators of the junior colleges throughout the nation recognize this obligation, the many individuals who make grants and gifts to higher education are going to bypass the junior college and a great opportunity will be lost.

III. SPECIAL EVENTS IN PUBLIC RELATIONS

While there are certain special events found on all campuses, homecoming, commencement, and others, some junior colleges take advantage of those special events by placing emphasis upon them in promoting sound public relations. Such a college was Reinhardt College in Georgia. A comparately small, but outstanding and unique junior college, Reinhardt based their public relations program upon a combined philosophy of Information and Publicity, College-Community Interaction, and Special or Major Events. The program was conducted by the Director of Public Information together with the President who devoted more than half of his time to public relations and fund raising. The results of emphasis in this area have yielded a rich harvest in not only financial support, but spiritual and personal support and appreciation of the place of Reinhardt College in higher education. In 1949, Reinhardt held a Master Conservation Field Day, at which 1200 workers and 15,000 visitors united their efforts in a soil conservation and land utilization program of the college farm. Vice President Alben Barkley gave his support by being in attendance at the program. The Anniversary of the founding of the college has been held each year in corroboration with the anniversary of the Master Conservation Field Day of 1949. This year's program was given special consideration by the presence of Dean Rusk, the Secretary of State of the United States, at which approximately 4000 visitors, friends of the college, attended. Justification of emphasis in this area seemed evident by the support and growth of the college.

A similar special event and the significance of it were accounted by Robert McLaughlin, one of the authorities in the pilot survey. As a means of informing the broad scope of publics about the Institute at Farmingdale, New York, and promoting a better understanding and appreciation of it, an Open House was held, at which thirty-three thousand visitors attended over a three-day period. Based upon the premise that a personal visit, and direct, person-to-person relationship was more effective than brochures, bulletins and press releases, the Open House has become an annual event at the State University Agricultural and Technical Institute, Farmingdale, New York. The program was so designed as to have demonstrations and exhibits of interest to all visitors. The values of such a program were legion: future students and their parents saw the educational and training opportunities available; future employer contacts were made; business and industrial as well as professional relations were strengthened; as well as the overall development of the student in planning and executing such a program.[5]

In light of the value of special events, evidenced by the examples cited, the relatively high values accorded most activities in this area according to the survey were justified. Although commencement was the only activity given the highest relative value of "4", as indicated in Table XVII, homecoming, dedications and other special events were given a value of major importance, "3", by the greater number of colleges. As to the extent of activity in the various events, the survey indicated the private college gave more extensive attention to such events as Founders

TABLE XVII

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF SPECIAL EVENTS

Activities in the Area of SPECIAL EVENTS	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Home Coming	1	7	6	1	1	7	4	4	1	1
b. Anniversary or Founders Day		2	4	1	3	2	2			7
c. New Building Dedications	2	4	8		1	3	5	6	1	1
d. Commencement	5	6	4	2		12	2	4		
PUBLIC JUNIOR COLLEGES										
a. Home Coming	17	28	13	7	3	21	15	17	4	9
b. Anniversary or Founders Day	2	11	20	2	16	1	2	2	1	44
c. New Building Dedications	11	17	12	9	8	13	11	5	13	20
d. Commencement	44	24	17	5	1	49	11	15	3	5
e. Other Events	2	2	1	1		2	1	1		
PRIVATE JUNIOR COLLEGES										
a. Home Coming	15	20	3	4	3	25	14	6	4	3
b. Anniversary or Founders Day	7	16	17	2	4	10	13	15	4	7
c. New Building Dedications	10	21	17	1	5	10	15	17	8	5
d. Commencement	27	21	13	4		40	14	3	5	
RICKS COLLEGE										
a. Home Coming	9	17	7	1		5	14	14		
b. Anniversary or Founders Day	5	15	10	3			6	12	3	5
c. New Building Dedications	13	10	7		1	5	1	2	2	15
d. Commencement	15	14	5	1	1	11	15	6	1	

Day and Dedications. In these two activities, the public colleges indicated by 36.1 per cent that such programs were omitted from their public relations program, whereas the private colleges indicated these activities were occasionally or usually present in the functions of public relations. A comparative view of values given the area of special events is summarized on page 203, Table V.

It would seem, in reflection of the survey, that although special events, other than homecoming and commencement were not so widely practiced, that where they were, they were contributive to a richer and sounder public relations.

IV. RADIO AND TELEVISION IN PUBLIC RELATIONS

Although the medium of radio has long been of age, its companion, the medium of television, is still in its infancy as a tool or medium of public relations. Nevertheless, the place of radio in public relations is only fairly well founded on the junior college campus of the nation. As indicated by a number of the responses from the survey in general, one of the vital channels through which the college reaches its publics was through the sustained program. In many cases such programs were offered by the broadcasting stations as a public service, thus indicating the highly favorable relationship between the college and publicity media. The types of radio programs presented varied in scope as well as content. Some utilized their time by a sequence of departmental programs, acquainting the radio audience with the different departments of the college. Other programs were under the direction of the speech and radio department of the college, the type of program thus determined by that department. Many of the schools indicated use of the radio as a regular feature sports broadcast. In addition to the regular and sustained program, some schools indicated the use of the radio for special features, and expressed the preference of this medium for concerted public relations emphasis.

Notwithstanding the strong programs that do exist in a number of junior colleges, the greater number of respondents indicated that radio and television programming was omitted from their public relations functions. Table XVIII indicates the extent of activity in both the fields of radio and television. While these functions were completely absent from thirteen of the 187 colleges who completed the final phase of the survey, the greatest number of those indicating some aspect of radio and television credited the special feature broadcast and telecast as being the most significant. This was evidenced by both the relative values accorded those activities, and the extent of activity in special feature outlet.

A relatively new-comer on the junior college campus was the campus radio station, which not only served the public, but was a strong public relations agent in other respects. According to a few respondents who indicated the presence of such a medium, the school broadcasts have done much to achieve the goal of interpreting the school to the community. More recent even than the campus radio station was the campus television station. Though its present use was limited, its potential use is boundless. The hesitancy to utilize television was based perhaps upon the

TABLE XVIII

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF RADIO, T.V. PROGRAMMING

Activities in the Area of Radio, T.V. Programming	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Regular radio programs		4	5		4	2	1	2	2	6
b. Special feature		3	7	1	3		1	5	6	4
c. Regular T.V. programs			4	3		6		1	2	9
d. Special feature telecasts	2	4	3	1	4		1	5	4	5
PUBLIC JUNIOR COLLEGES										
a. Regular radio programs	23	18	11	1	8	18	3	6	11	24
b. Special feature	14	32	12	3	7	7	7	16	11	18
c. Regular T.V. programs	15	13	12	3	13	3	3	9	6	39
d. Special feature telecasts	11	15	9	7	12	2	5	10	14	27
PRIVATE JUNIOR COLLEGES										
a. Regular radio programs	8	17	12	6	3	7	10	6	6	14
b. Special feature	3	18	11	8	1	2	5	15	12	6
c. Regular T.V. programs	3	16	9	6	6	2	3	5	8	21
d. Special feature telecasts	7	14	8	5	5	1	3	7	15	11
RICKS COLLEGE										
a. Regular radio programs	8	18	5	1		7	12	11	1	1
b. Special feature	9	15	6	1			8	9	5	5
c. Regular T.V. programs	8	15	7	1			2	5	5	13
d. Special feature telecasts	11	14	5				2	5	5	12

premise expressed by a respondent, that one amateurish performance could do more harm than all the combined efforts of public relations could do good, in creating the proper image of the college before the public.

V. AUDIO-VISUAL MEDIA IN PUBLIC RELATIONS

An area so incidental in the total program of public relations that the value was often overlooked and overshadowed by more impressive activities of public relations, is that of the audio-visual media. Yet, various aspects of this area were the vehicles upon which other more significant phases rode. This was evidenced by the returns of the national survey in the area of audio-visual media. While press photography was mutually recognized as an important instrument in promoting public relations, and was justifiable by the mutually high extent of activity in all of the comparative college groups, it was the only activity in the field of audio-visual media to be so accorded. The use of exhibits and displays was recognized as a major item in public relations, this medium having received a relative value of "3" by the greatest number of respondents in all four comparative groups. Table XIX shows a breakdown of the total summaries of the relative value, as well as the total summaries of the extent of activity of the various audio-visual media. Although, as is indicated by both Table XIX and Table XX, the comparative view of values of audio-visual media, these activities in and of themselves have limited public relations value. Only as they were used on conjunction with other phases of public relations did they achieve their full value. Robert McLaughlin of Farmingdale Institute, New York, cited the

TABLE XIX

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF AUDIO-VISUAL MEDIA

Activities in the Area of Audio-Visual Media	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Press photography for bulletins, brochures, news releases, etc.	7	8	2			10	3	3		
b. Slide films	1	4	8	1	2	1	2	5	5	3
c. Sound-slide productions	1	5	4		3	2	1	2	1	7
d. Motion pictures	2	3	6		3		3	3	2	7
e. Sound motion picture productions	2	3	4		3		2	1	1	8
f. Exhibits, displays, etc.	3	8	4	1		4	6	5	2	
PUBLIC JUNIOR COLLEGES										
a. Press photography for bulletins, brochures, news releases, etc.	36	28	10	2		28	22	16	2	1
b. Slide films	3	11	23	6	16	1	6	11	5	32
c. Sound-slide productions	2	11	21	7	18		2	4	5	42
d. Motion pictures	4	13	13	5	17	3	2	7	8	36
e. Sound motion picture productions	7	14	10	4	18	1	3	4	6	38
f. Exhibits, displays, etc.	12	20	23	1	4	7	13	24	5	12
PRIVATE JUNIOR COLLEGES										
a. Press photography for bulletins, brochures, news releases, etc.	18	28	10	1	1	20	16	14	2	2
b. Slide films	5	12	17	5	9	9	7	6	9	11
c. Sound-slide productions	5	9	7	6	13	5	3		6	23
d. Motion pictures	4	9	9	5	12	4	2	3	4	25
e. Sound motion picture productions	2	12	8	7	11	2	2	2	4	25
f. Exhibits, displays, etc.	3	15	20	5	7	8	8	18	7	8
RICKS COLLEGE										
a. Press photography for bulletins, brochures, news releases, etc.	18	18	1			3	13	11	3	4
b. Slide films	8	14	9	3		5	9	10	1	6
c. Sound-slide productions	8	13	11	1		4	11	8	1	7
d. Motion pictures	6	16	11	2			2	7	2	18
e. Sound motion picture productions	11	10	7	3			1	6	1	18
f. Exhibits, displays, etc.	3	14	13	2			4	11	6	9

example of the value of exhibits and demonstrations in conjunction with their annual three-day Open House. Where live demonstrations were not feasible, motion pictures made a very effective substitute, and in many cases were more inclusive than the limitations of a live demonstration.

Other media of an audio-visual nature were very aptly utilized in conjunction with new student promotion. One of the outstanding features of the new student promotion program at Ricks College was the sound slide production that was presented to high schools and other interested groups. The production consisted of a conducted tour of life on the campus, showing the social and spiritual, as well as academic facets of college life at Ricks. It was narrated by various students and faculty, and had a scattering of cartoons to add a touch of humor. The production had a finished touch created by the background mood music which tied together the total production.

Like so many aspects of public relations, those phases with which the colleges were familiar and widely utilized were given the consistently higher rate of value. Likewise, those phases with which the colleges had little acquaintance were usually given a relatively lower rate of value. This principle is evident in Table XX, the comparative values in the field of audio-visual media.

VI. ADVERTISING, A FUNCTION OF PUBLIC RELATIONS

A controversial subject among the public relationists of higher education was the place of advertising in public relations. Yet, the line between publicity and advertising was so fine that at times it was hardly

TABLE XX

COMPARATIVE VALUES OF ACTIVITIES IN THE AREAS OF RADIO, T.V. PROGRAMMING, AUDIO-VISUAL MEDIA AND ADVERTISING

Activities in the Areas of RADIO, T.V. PROGRAMMING, AUDIO-VISUAL MEDIA AND ADVERTISING	Pilot Survey		Public Colleges		Private Colleges		Ricks College	
	Value	Frequency	Value	Frequency	Value	Frequency	Value	Evaluation
RADIO, T.V. PROGRAMMING								
a. Regular radio programs	2	0	4	0	3	0	3	3
b. Special feature broadcasts	2	1	3	0	3	2	3	2
c. Regular T.V. programs	0	0	4	0	3	0	3	0
d. Special feature telecasts	3	2	3	0	3	1	3	0
e. Campus and other programming	4	4	2	2	3	3	2	1
AUDIO-VISUAL MEDIA								
a. Press photography for bulletins, brochures, news releases, etc.	3	4	4	4	3	4	4	3
b. Slide films	2	2	2	0	2	0	3	2
c. Sound-slide productions	3	0	2	0	0	0	3	3
d. Motion pictures	2	0	0	0	0	0	3	0
e. Sound motion picture productions	2	0	0	0	0	0	4	0
f. Exhibits, displays, etc.	3	3	3	2	3	2	3	2
g. Other media	-	-	0	4	3	3	-	-
ADVERTISING								
a. Newspaper	2	2	4	4	2	3	4	2
b. Business houses	1	0	0	0	0	0	2	2
c. Billboards	2	0	0	0	0	0	2	2
d. Radio and T.V.	1	0	0	0	2	0	3	2
e. Other sources	-	-	4	2	3	4	3	-

perceivable. Harral distinguishes the two by the merits of pure publicity and the genuine interest it promotes, whereas advertising is designed to stimulate buying.[6] The question may then be asked, is not one of the functions of public relations to sell the product of the institution of which it is a part? According to many authorities in public relations as well as education, the product of a school is the educational service that school renders. Thus, in junior colleges, is it any less ethical to use the medium of advertising for public relations and promotional purposes than any other medium of public relations?

According to the national survey on this area, this, more than any other phase, was omitted from the functions of junior college public relations. Perhaps because of the narrow margin between advertising and publicity, many of the functions in the area of advertising passed in the guise of publicity. A more accurate distinction between the two media was expressed by a number of respondents who indicated that with the amount of support in publicity they received, they had no need for paid advertisements. Thus, the distinction would be whether the information had been disseminated over regular publicity media, or commercial advertising channels.

Of the four media of advertising listed in the survey questionnaire, that medium which received the highest value, though not consistently, was the newspaper. The value of "4" that was accorded by both the public junior college and Ricks College, was only a slight margin over the next lower value, both in extent of activity and relative value in promoting good public relations. Table XXI shows the total summaries, reflecting the slight margin between values. Three of the media, advertising through business-house organs, bill-boards, and radio and television advertising, were completely absent from the greatest number of respondents, pilot, public and private colleges alike.

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[6] Stewart Harral, Patterns of Publicity Copy. (University of Oklahoma Press: Norman, 1950), p. 25.

One medium of advertising that was considered of value by three of the four comparative groups was the professional or church journal. The public colleges indicated occasional use of the professional and educational journals for advertising purposes. The private colleges, on the other hand, relied quite heavily upon the church periodicals and journals as the sole medium of advertising. Although Ricks College has done very little advertising through any medium, it was the opinion of the faculty, according to the survey, that advertising in the church periodicals should prove profitable.

VII. THE PLACE OF PROFESSIONAL RELATIONS IN JUNIOR COLLEGE PUBLIC RELATIONS

In conducting the survey of junior colleges, selection of the participants was based upon size, geographical location, and control. No consideration however, was given to the professional affiliations of the college, nor to its accreditation. Nevertheless, the greater part of the returns were from accredited junior colleges, and members of American Association of Junior Colleges, which indicated the junior college has moved almost totally in the direction of professional affiliations.

The value of professional affiliation to the public relations of

TABLE XXI

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF ADVERTISING

Activities in the Area of ADVERTISING	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Newspaper		3	5	2	2	1	1	5	4	1
b. Business Houses			3	5	2			2	1	7
c. Bill-boards			4	3	3			2	1	7
d. Radio and T.V.		2	2	4	2		1	2	2	5
PUBLIC JUNIOR COLLEGES										
a. Newspaper	24	19	10	4	1	22	12	12	6	4
b. Business Houses	2	9	11	5	16	2	3	8	6	21
c. Bill-boards	3	6	10	6	22	2	2	5	8	33
d. Radio and T.V.	10	14	11	3	9	8	11	9	4	18
PRIVATE JUNIOR COLLEGES										
a. Newspaper	17	8	18	9	5	13	9	16	11	3
b. Business Houses		3	9	7	14		2	4	4	20
c. Bill-boards	1	2	8	8	16	1	2	2	3	28
d. Radio and T. V.	3	7	13	5	9	1	5	8	5	16
e. Other Media	1	4	2			4	2	1		
RICKS COLLEGE										
a. Newspaper	18	11	4	0	0	3	7	10	10	1
b. Business Houses	3	11	14	2			4	12	9	4
c. Bill-boards	2	11	16	2		1	4	11	8	5
d. Radio and T.V.	10	12	9	1			7	11	9	2
e. Other Media	2	5							1	4

a junior college was evident by the number of colleges with well organized and successfully coordinated programs, proportional to the number holding membership in American College Public Relations Association. Although the frequency of ACPRA membership in the pilot survey and the public colleges was one half of that indicated for colleges with organized public relations, the pattern of the private colleges showed a closer relationship. Of the 45.5 per cent of private colleges which had a well organized public relations program, 40 per cent held ACPRA membership.

The place of professional relations in the functions of public relations was further indicated by the respondents in the final phase of the survey. As is indicated in Table XXII, the most frequently valued aspect of professional relations was accrediting agencies. Of the sixty public colleges actually accredited, forty-two, representing 34.4 per cent of the total public colleges, accorded accreditation the value of greatest importance to public relations. A similar high rating was given by 34.4 per cent of the private colleges and 43.9 per cent of the Ricks faculty survey.

The next important affiliation according to the relative values given by the colleges was local, state and national education associations. Indicating the highest relative value of this affiliation were 32 per cent of the public colleges, and 17.7 per cent of the private colleges. Further evidence of the overall value of professional relations was indicated by the consistent pattern of participation by all comparative groups. In all areas of professional relations, with the exception of membership in the American College Public Relations Association and the American Council

TABLE XXII

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF PROFESSIONAL RELATIONS

Activities in the Area of Professional Relations	Relative Value in Promoting Good Public Relations					Extent of Activity In College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Professional conventions	4	7	2	1		7	3	4		
b. Accrediting agencies	6	7	2	1		7	4	3	1	
c. Membership in American Ass'n. of Junior Colleges	3	5	6	1	1	10		4		3
d. Membership in American College Public Relations Association	2	4	4	1	2	4	3			7
e. Membership in American Council on Education		2	5	1	4	3		1	1	5
f. Local, State, National Education Association membership	4	6	4	1		9	4	2		
PUBLIC JUNIOR COLLEGES										
a. Professional conventions	20	27	15	5	2	22	20	12	6	5
b. Accrediting agencies	42	19	6	3	1	34	15	6	5	5
c. Membership in American Ass'n. of Junior Colleges	39	29	11	5	2	43	13	6	6	4
d. Membership in American College Public Relations Association	10	9	14	2	14	7	4	4	4	36
e. Membership in American Council on Education	11	14	13	7	6	11	6	8	10	19
f. Local, State, National Education Association membership	27	26	11	8	2	35	17	10	2	2
PRIVATE JUNIOR COLLEGES										
a. Professional conventions	13	21	13	4	3	18	15	6	9	3
b. Accrediting agencies	31	15	10	1		30	7	9	6	
c. Membership in American Ass'n. of Junior Colleges	20	25	15	5		28	15	7	7	2
d. Membership in American College Public Relations Association	10	20	13	4	7	12	11	7	2	15
e. Membership in American Council on Education	9	10	17	6	6	11	4	4	7	15
f. Local, State, National Education Association Membership	16	14	14	10	1	20	11	7	8	7

TABLE XXII (continued)

Activities in the Area of Professional Relations	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
RICKS COLLEGE										
a. Professional conventions	13	17	3			10	10	9		2
b. Accrediting agencies	18	14	1	1	1	16	14	3	1	
c. Membership in American Ass'n. of Junior Colleges	12	15	4	1		20	6	2		
d. Membership in American College Public Relations Association	5	13	11	1		3	3	4	4	
e. Membership in American Council on Education	7	16	5	1		4	6	3	1	
f. Local, State, National Education Association membership	8	14	5	1	1	9	14	6	1	

on Education, the highest value of participation was expressed by all four comparative groups.

The value of professional relations was reflected in other contacts, in addition to professional associations. One of the most vital was rapport and relations with other universities and colleges, and other members of the educational and public relations profession. Value of this type of relationship was expressed by Nelson of Roger Williams Junior College.

> Contacts with college admissions officers are usually made by our own college counselors, but personal contact by me with the public relations, alumni and development officers in the other colleges of the State can be very helpful to Roger Williams in many ways. Some of these have already been established with fruitful results, and others will be established as they can be worked in with the more immediately necessary and valuable industrial calls.

Direct bearing of professional relations to other areas of public relations was indicated by Holt of American River Junior College.

> Many of the community relations activities which are conducted with respect to high schools are mentioned in relations with prospective students. There should also be contact with high school administrators and faculty which is not aimed as prospective students. College personnel should work toward a thorough understanding and working relationship between the college and high schools in such areas as proper preparation of students for college work and other high school-college articulation areas.

Activities and inter-relationship with other colleges offered opportunity for exchange of ideas for the mutual benefit of all. The same principle applied relative to all professional relations, and provided a rich source for bettering the junior college's public relations.

VII. THE ROLE OF EVALUATION IN PUBLIC RELATIONS

The survey in the area of evaluation revealed many differing views on this subject, and not all in favor of evaluation as a part of public relations. A respondent from an American College Public Relations Association membership college acknowledged the need for organization and coordination of the functions of public relations, but took a different view on evaluation.

> Too much stress is put on evaluation of PR. We have goals here, . . . but they are subject always to the amount of stress or change, immediate need or long-range need of certain aspects of the university's operation. I do not frankly see how an adequate appraisal of PR [sic] can be taken.[7]

The possible aspects of evaluation were evident in contrasting responses, such as the letter from one college president.

> So far as I know, we have not yet done anything much in the way of formal evaluation, but evidence of the value of the work comes to me frequently and continuously in my many contacts with the community.

The methods of evaluation were controversial among the public relationists and educators alike. Indicated in Tables XXIII and XXIV, only the medium of faculty and staff survey received a relative value of "4", the value of most importance. This was accorded by 16.4 per cent of the public colleges and 12.2 per cent of the private colleges. Of the public colleges, 9.8 per cent indicated its use as a regular feature of public relations. The extent of activity in the area of evaluation received one of the lowest values of the survey, equalled only by those

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[7] Personal Correspondence of the author, letter from Richard Banks, Director of Public Relations, New Haven College, Connecticut, Apr. 30, 1961.

TABLE XXIII

TOTAL SUMMARIES OF VALUES AND EXTENT OF ACTIVITY IN THE AREA OF EVALUATION OF PUBLIC RELATIONS

Activities in the Area of Evaluation of Public Relations	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
PILOT SURVEY										
a. Faculty and Staff Survey	1	5	4		1	3	2	4	1	1
b. Student Survey		2	7		2	1	1	4	2	3
c. Community Polls		2	3	2	2			2	2	6
d. Appraisal scales; check lists		3	1	3	3	1	2	1	1	5
e. Informal interviews and observations			7	5	1	1	4	6	4	
f. Public Relations in-service training of faculty	2	4	5		1	1	2	5	3	
g. Public Relations in-service training of staff	2	5	5			1	5	3	2	
PUBLIC JUNIOR COLLEGES										
a. Faculty and Staff Survey	20	20	10	2	4	12	12	9	9	12
b. Student Survey	11	19	16	1	7	4	7	13	7	16
c. Community Polls	8	19	12	4	4	3	6	10	10	20
d. Appraisal scales; check lists	6	10	14	6	6	3	5	1	9	21
e. Informal interviews and observations	17	19	15	5	1	19	9	17	5	6
f. Public Relations in-service training of faculty	12	12	13	2	3	4	2	15	8	8
g. Public Relations in-service training of staff	10	14	8	3	3	4	5	12	11	10
PRIVATE JUNIOR COLLEGES										
a. Faculty and Staff Survey	11	10	8	3	4	5	6	10	5	11
b. Student Survey	8	9	12	1	4	1	5	11	5	11
c. Community Polls	2	6	6	7	8		1	3	6	19
d. Appraisal scales; check lists	2	6	8	6	4		1	7	5	13
e. Informal interviews and observations	7	13	16	1	2	11	11	9	5	5
f. Public Relations in-service training of faculty	6	8	11	5	3	1	5	9	8	9
g. Public Relations in-service training of staff	6	8	10	2	3		5	8	3	12

TABLE XXIII (continued)

Activities in the Area of Evaluation of Public Relations	Relative Value in Promoting Good Public Relations					Extent of Activity in College Public Relations				
	4	3	2	1	0	4	3	2	1	0
RICKS COLLEGE										
a. Faculty and Staff Survey	6	14	10	1	1	2	9	7	6	3
b. Student Survey	5	15	8	3			3	6	9	4
c. Community Polls	7	11	10	5		1	1	4	9	9
d. Appraisal scales; check lists	1	10	15	1	1	1	1	5	10	5
e. Informal interviews and observations	6	11	10	2		1	3	7	7	4
f. Public Relations in-service training of faculty	8	15	6		1		3	5	8	11
g. Public Relations in-service training of staff	9	13	6		1		3	5	5	7

TABLE XXIV

COMPARATIVE VALUES OF ACTIVITIES IN THE AREAS OF PROFESSIONAL RELATIONS AND EVALUATION OF PUBLIC RELATIONS

Activities in the Areas of PROFESSIONAL RELATIONS AND EVALUATION OF PUBLIC RELATIONS	Pilot Survey		Public Colleges		Private Colleges		Ricks College	
	Value	Frequency	Value	Frequency	Value	Frequency	Value	Evaluation
PROFESSIONAL RELATIONS								
a. Professional conventions	3	4	3	4	3	4	3	4
b. Accrediting agencies	3	4	4	4	4	4	4	4
c. Membership in American Association of Junior Colleges	2	4	4	4	3	4	3	4
d. Membership in American College Public Relations Association	3	0	2	0	3	0	3	2
e. Membership in American Council on Education	2	0	3	0	2	0	3	3
f. Local, State and National Education Association membership	3	4	4	4	4	4	3	3
g. Journalism & other associations	-	-	4	4	-	-	-	-
EVALUATION OF PUBLIC RELATIONS								
a. Faculty and Staff survey	3	2	4	4	4	0	3	3
b. Student Survey	2	2	3	0	2	2	3	1
c. Community polls	2	0	3	0	0	0	3	1
d. Appraisal scales, check lists	3	0	2	0	2	0	2	1
e. Informal interviews, observation	3	3	3	2	2	4	3	2
f. Public relations in-service training of faculty	2	2	4	2	2	2	3	0
g. Public relations in-service training of staff	3	3	3	2	2	0	3	0
h. Other evaluative methods	-	-	4	4	4	4	-	-

given radio and television. As part of the over-all program survey, however, the following practices of evaluation were determined considering regularity of evaluational practices and methods of evaluation used. Reflected in this survey, it was found that ten pilot colleges, forty-one public colleges, and twenty-seven private colleges exercised some form of evaluation of the public relations program. Concerning the method used, part three of the survey revealed that informal observation was the most widely used method, being used by twelve pilot colleges; sixty-four public and forty-three private colleges.

Thirty-one public colleges, twenty private colleges, and six pilot institutions indicated an evaluation by means of discussion groups. The next most widely used method was through informal interviews; this by five pilot respondents, twenty-eight public schools, and nineteen private schools. Other methods of evaluation, but used only occasionally, were (1) formal and planned interviews, by five public and six private colleges; (2) check lists, by three pilot, six public and three private institutions; (3) opinion polls by seven public and four private colleges, and (4) other various and indirect methods, indicated by three pilot, two public, and eleven private colleges.

Just as the real basis for public relations is a sound educational program, the real measure of the value and success of public relations is the success of executing that sound program -- the results toward that end that are achieved by the public relations functions.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. THE PROBLEM

Statement of the Problem

The purpose of this study was to determine the current trends and practices in public relations, and the extent of organized public relations programs existing in junior colleges in America today. Specifically the study attempted to:

1. Determine the extent of organized, well defined public relations programs in two year colleges.
2. Compare the public relations programs of state and public junior colleges with those of parochial and other private junior colleges, and thus determine the extent of difference between the two types.
3. Determine the most successful and widely used areas and media of public relations according to the survey.
4. Evaluate, according to the criteria determined through research and survey, the public relations program of Ricks College.

Analysis of the Problem

The success of any educational system, whether public or private, elementary, secondary, or higher education, depends upon the public's support of that system. The level of public support is, in turn, determined by the degree of public confidence in that educational system.

Because the junior college system is relatively new in the total system of higher education, the public is not as thoroughly or as accurately informed about junior colleges as about other educational institutions. The success of a junior college, whether public or private, therefore, is determined largely by public confidence that comprises the fruits of public understanding.

Ricks College, like many similar colleges and universities today, faced a need for conscientious planning and coordination in its public relations program. It was evident that to arrive at the basic role of public relations, its functions, in relation to the total college program, what the college is and does, therefore had to be studied and more clearly understood.

The past history of Ricks was indicative of what a strong public and community relationship could accomplish. Such could be the future outlook of this college, or any college, with a well founded and smoothly coordinated public relations program.

Methods of Procedure

To achieve this study, the descriptive and normative survey methods of research, touching onto the historical method, were followed.

To determine what studies had been made in the field of junior college public relations, a careful review of related literature, unpublished studies and reports, and studies in process, was made. In addition, an extensive correspondence was conducted with the various professional and educational associations of the country, as well as with numerous authors and authorities in the field of public relations and junior colleges.

A questionnaire was formulated and submitted to twenty-four authorities in the field of junior college public relations, which comprised the pilot study by which the general survey would be compared. The questionnaire was then submitted to 137 private junior colleges and 194 public junior colleges, a selection which was based upon the stratified method of sampling. Considered in the stratification were the factors of size enrollment, geographic location, and source of control. The total 331 colleges selected represented 50 per cent of the junior colleges in the nation.

In addition to the survey that was conducted on a national scale, a somewhat similar survey was conducted with the Ricks College faculty, the purpose of which was to determine their opinion regarding the public relations of the college as well as determine the extent of their participation and activity in the various aspects of public and community relations.

The final phase of the study consisted of the processing, tabulation, interpretation and recording of the data acquired. The data was tabulated to show the following:

1. The survey responses, comparing pilot, public and private junior colleges, giving the total and per cent of total responses.
2. The general trend and extent of organized public relations programs in junior colleges.

3. A profile of the public relations officer.
4. The most successful areas and activities of public relations.
5. General information on the colleges surveyed.

II. SUMMARY OF THE SURVEY AND ITS FINDINGS

General Trends and Extent of Organized Public Relations

Public relations in the American Junior College has at last come of age. It has been recognized on a professional plane, and has been gradually accorded the status worthy of its position and integral place in the total college organization. The ethics and professionalism found among the public relationists of junior colleges was evident in the extent and quality of responses received in the survey. Not only did the survey yield a 68.2 per cent return, 65.5 per cent of which was usable in the study, but it reflected also the professional interest on the part of the respondents. The response itself, or omission of response, was an agent of the public relations of the junior college it represented. Those who took time and effort to participate in the survey reflected a true professionalism in the research aspect of education. Many of the respondents devoted additional time, thought, and effort, and thus made invaluable contributions to the study, by writing accompanying letters, giving detailed accounts of their public relations practices, policies, and other pertinent information. Such was a reflection of the professional attitude of the junior college toward its public relations.

There was a general awareness of the need for some coordination and organization of the public relations functions of junior colleges.

Nevertheless, only 36.5 per cent of the 233 respondents indicated having a well organized program of public relations. A comparative breakdown comprised 57.1 per cent of the twenty-one respondents of the pilot survey; 26.2 per cent of the public colleges; and 45.5 per cent of the private colleges. In conjunction with the extent of organization were other influencing organizational factors: objectives and goals of public relations; the basic philosophy of public relations; and the organizational pattern of responsibility. Of the total 233 colleges represented in the survey, 31.7 per cent had established specific goals; but 42 per cent indicated a definite organization of responsibility. The greater extent of schools having organizational patterns in contrast to the extent of organized programs was due to the type of response received, particularly from the public colleges. The organizational chart was expressed as being a simple matter when one man, the president or vice president had the total responsibility.

Although a general movement in the direction of community service and integration was emerging the basic philosophy of 24.4 per cent of the total colleges was information and publicity. A combined philosophy of publicity, educational interpretation, and community interaction was found in 19.3 per cent of the colleges; and 14.1 per cent of the colleges had a combined philosophy of just publicity and community interaction. The junior college public relation officer was primarily publicity minded, and continued to recognize that as his basic tool.

Relative to expenditures in public relations, it was found that 25.3 per cent of the total respondents indicated no specified budget.

Accountable for this situation was the fact that many of the expenses of public relations functions were covered by other areas of the school organization. While the range of budgets specified varied from one hundred dollars to over twenty-thousand dollars, the cause of such variance was the scope of the budget. Whereas some budgets included salary, in others this was omitted. The most frequently indicated budget was the one to five thousand dollar range, this by 21.9 per cent of the total respondents.

Comparative Total Programs, Pilot, Public, and Private Colleges

A comparative picture of public relations in the different types of college reflected the emphasis on public relations that was found on the private junior college campus. In general the aspects of public relations, the private junior college either equaled or surpassed the public junior college. The pilot survey was selected on the basis of authority in the field, and without regard to control. For that reason, it was to be expected that the pilot survey would reflect a high level of public relations functions and organization. Nevertheless, in some areas, it was surpassed by the other colleges.

In the area of organization, there appeared to be a relationship between the degree of sound organization and the public relations officer. Of the pilot survey, 57.1 per cent indicated a well organized program; 66.6 per cent indicated they had either a full time, or more than half time public relations officer. The public colleges revealed 26.2 per cent well organized; and 27.8 per cent had a full time, or more than half time public relations officer. The private colleges indicated 45.5 per cent well organized, and 54.4 per cent had full time or more than half time public relationists.

A similar relationship to membership in American College Public Relations Association seemed evident in the public and private colleges, but not in the pilot survey. Compared to the 57.1 per cent of the pilot survey who had well organized programs, only 28.5 per cent indicated membership in ACPRA. In contrast to the 26.2 per cent of the public colleges who had well organized programs, only 11.4 per cent claimed membership in ACPRA. The private colleges indicated 40 per cent membership in ACPRA, which perhaps accounted for their 45.5 per cent who had well organized programs.

A similar pattern was reflected in the importance of established goals. Of the pilot survey 61.9 per cent indicated specific goals and objectives as the foundation of their public relations programs. Of the public colleges, 26.2 per cent, the same number who had well organized programs, had founded their programs on established goals. The private colleges had fewer of their well organized programs founded on goals, as indicated by the 32.2 per cent who had such goals.

The basic philosoohy of the pilot survey indicated a general movement in public relations which included the broader scope of community relations together with publicity and interpretation. This was indicated by the 23.8 per cent of the pilot respondent who recognized the value of a combined philosophy. The public colleges and private colleges, alike, still emphasized publicity as their basic philosophy as evidenced by the 25.4 per cent of the public colleges and 25.5 per cent of the private colleges who so indicated.

While 23.8 per cent of the pilot institutions had a specified budget of from one to five thousand dollars, the greater number, 28.7 per cent of the public colleges and 22.2 per cent of the private colleges indicated no specified budget.

Summarizing the administrative aspects of public relations, the survey revealed the public and private colleges to be comparable. The educational background of the public college public relations officer, however, exceeded that of the private college public relations officer. Of the public colleges, 45 per cent of the public relations officers held Master's degrees; 17.2 per cent had their Doctorates. In contrast, 23.3 per cent of the private college public relations officers held Master's degrees; 5.5 per cent had their Doctor's degrees. The pilot survey exceeded both by the 42.8 per cent who held Master's degrees and the 23.8 per cent who held Doctorates.

The age and experience background of the public relations officers of the three comparative types were virtually the same. The pilot survey indicated that 33.3 per cent were in the age category of forty-one to fifty years; 27.8 per cent of the public colleges and 30 per cent of the private colleges made similar indications.

The comparative recency of the position of public relations officer was indicated by all three comparative groups. The pilot survey indicated that 42.8 per cent of their officers had been in their public relations position for from one to five years. The same period of experience was indicated by 45.9 per cent of the public colleges and 57.7 per cent of the private colleges.

The recognition of the public relations officer in an administrative role was mutually accepted by pilot, public and private colleges alike. Of the pilot survey, 42.8 per cent indicated administrative status; 48.3 per cent of the public colleges, and 58.8 per cent of the private colleges had similar status. The scale upon which the salary was based was somewhat contradictory, however, from the status that was accorded the public relationist. In contrast to the 42.8 per cent of the pilot survey who received administrative status, only 38 per cent were paid on an administrative scale. The public colleges reflected a similar pattern: 41.8 per cent were paid on administrative scales compared to the 48.3 per cent accorded this status. The private college made up in status where they lagged in salary. Although 60 per cent were paid on an administrative scale, that scale in the private college was considerably lower than its counterpart in the public college.

A human element was reflected in the phase of the survey relative to salary. Whether an oversight or otherwise, a greater number of respondents omitted their salary than those who indicated any single salary range. Of the pilot institutions, 23.8 per cent neglected to state their salary; 19 per cent indicated a salary within the six to seven thousand dollar range; another 19 per cent in the eight to nine thousand dollar range, and 19 per cent indicated a salary within the nine to ten thousand dollar range. Considerably lower than the pilot institutions, the public colleges indicated their greatest salary range within six to eight thousand dollars. The private colleges, in contrast, indicated the five to six thousand dollar salary range in 22.2 per cent of their colleges.

Vital Areas and Activities as Determined by the Survey

In 1951, James F. Clarke conducted a survey among 236 member colleges of the American Association of Junior Colleges to determine the aspects of public relations included in the programs of junior colleges.[1]

At that time, it was determined by the survey that the area of publicity had the greatest number of participants by both public and private junior colleges. Of 236 respondents to Clarke's survey, 123 public and 113 private, seventy-four public and sixty-five private colleges indicated the importance of publicity in their programs. The current survey indicated an increased frequency of activity in the area of publicity, but still rated that area as the most widely practiced area in the field of junior college public relations.

An interesting parallel was reflected in a comparison of this survey with Clarke's survey of a decade ago. The three most important areas of public relations were publicity, student promotion, and publication, in that order. The picture had changed somewhat in the ten year interim. Such phases as special events, community relations and audio-visual media had come into more prominence. The current summary listed the most widely used phases of public relations, in their order of greatest frequency of participation. Publicity, publications, student promotion, and special events were given as the first four most widely used practices in junior colleges. The order of greatest frequency differed

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[1] James F. Clarke, "Junior College Public Relations: A Survey," School and Society 74: 104-107, Aug. 18, 1951.

considerably from Clarke's study which listed new student promotion as second and other staff responsibilities as fourth. The next important segments according to the current summary were community integration, photography and other audio-visual media, professional relations, and alumni relations. There was a difference of frequency between the public and private colleges. The public colleges placed alumni relations as next to last, or eleventh, in frequency of practice, while the private colleges indicated its place to be fifth in order, and next to that of special events. As was indicated in the study, the private colleges had emphasized the area of alumni relations in its various facets, but the public colleges, to a great extent, had bypassed this segment of public relations. A similar pattern was evident in Clarke's study, which listed alumni as fourth in the private colleges, but eighth in the public colleges. Fifth and sixth places in his study consisted of advertising and special events. This reflected how special events have come to be recognized as a major tool in promoting public relations, having moved from sixth to fourth place in frequency on the junior college campus. The least frequently practiced areas of publicity according to the current survey were advertising, evaluation, fund raising and radio, in that order. Clarke's survey did not list evaluation, a segment of public relations, which was more recently recognized and accepted. The areas of fund raising and radio were equally low in Clarke's survey, but advertising was more widely practiced a decade ago than it was in the current survey. Radio, and its younger sibling, television, as mass communications media, constituted a phase of public relations that has long been overlooked or bypassed, the values of which perhaps have not yet been fully realized.

Summarizing the most important areas and activities of public relations, the responses to the survey question, "Which phase of public relations do you believe should be emphasized most?" revealed some very significant public relations patterns. The area of publicity, information, communications and other derivations of it, were emphasized by twenty-seven public college respondents, fifteen private respondents, and four pilot respondents. Only the pilot survey gave more emphasis to another area, that of community relations and services. Five of the pilot survey expressed the community aspect of public relations as the phase needing more emphasis. Twenty-four of the public colleges and ten of the private colleges also emphasized this phase. Other aspects of public relations and the number favoring those aspects were: (1) new student promotion, emphasized by sixteen public colleges but only four private colleges; (2) personal contacts with the publics, emphasized by five public colleges, nine private, and one pilot college; (3) internal public relations and internal communications, two pilot, five public and four private colleges; (4) educational interpretation, three pilot, nine public and ten private colleges; (5) a sound educational program on which public relations must be built, one pilot, thirteen public and seven private colleges; (6) alumni relations, two public colleges and nine private colleges: (7) creating the proper and accurate school image, three public and five private colleges; (8) a two-directional flow of interpretation, interpretation of the school to the community and the interpretation of the needs of the community to the school, two public and one private college. Other phases emphasized were home town news releases, advanced and long range planning, evaluation of the total program, faculty and staff in-service training, publications, honesty and accuracy in interpretation and publicity, promptness, development and fund raising, student relations, special events, coordinator of the goals of the public relations program to the goals of the school, radio and television programming, professional relations, and variety in public relations activities.

Among the most significant views expressed was the need for not emphasizing any one or two phases of public relations, but an overall balanced program. Seven public and seven private colleges expressed this view. As one of the respondents stated,

> We realize, of course, that there are times when priorities must be assigned, but we consider it highly undesirable to rank the various phases on a long-term basis. Every phase of public relations should be intimately interrelated with every other phase; every phase is a piece which must fit into the total picture.[2]

In final summary of the most widely practiced areas and activities of public relations, Table XXV shows the two or three most frequently practiced activities in each of the twelve areas of public relations.

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[2] Personal correspondence of the author, letter from Don Tourtelot, Assistant to the President, Ohio College of Applied Science, April 27, 1961.

TABLE XXV

TOTAL SUMMARY OF COLLEGES ENGAGING IN ACTIVITIES AND AREAS OF PUBLIC RELATIONS

AREA OF PUBLIC RELATIONS	PILOT	PUBLIC	PRIVATE	TOTAL
PUBLICITY				
News Releases	17	90	69	176
Feature Stories	16	79	51	146
Radio	15	70	46	131
PUBLICATIONS				
Catalog	15	90	59	164
Special Brochures	17	65	53	135
Student Newspaper	16	88	50	154
STUDENT PROMOTION				
Visitations High School	16	83	65	164
Mailing Lists	14	65	54	133
COLLEGE COMMUNITY RELATIONS				
Availability facilities	16	63	39	118
Work Shops - Seminars	13	39	25	77
Speakers Bureau	13	37	24	74
ALUMNI RELATIONS				
Home Coming	16	37	42	95
Alumni Organization	13	36	57	106
FUND RAISING				
Scholarship	8	43	29	80
Business & Service Clubs	8	35	29	72

TABLE XXV (continued)

AREA OF PUBLIC RELATIONS	PILOT	PUBLIC	PRIVATE	TOTAL
SPECIAL EVENTS				
Commencement	18	75	57	150
Homecoming	15	53	45	113
RADIO & TV				
Special Feature Broadcast	6	30	22	58
Regular Sustained Broadcast	5	27	23	55
AUDIO VISUAL				
Press Photography	16	66	50	133
Exhibits	15	44	34	93
ADVERTISING				
Newspaper	7	46	38	91
Radio & TV	3	28	14	45
PROFESSIONAL RELATIONS				
Local, State, NEA	15	62	38	115
A.A.J.C.	14	62	50	126
Accrediting Agency	14	55	46	115
EVALUATION				
Informal Interview	14	45	31	90
Faculty Survey	9	23	21	53
In-Service Training	9	21	15	45

III. CONCLUSIONS OF THE SURVEY OF JUNIOR COLLEGE PUBLIC RELATIONS

In light of the findings of the foregoing study, the following conclusions are made:

1. According to the survey, public relations programs were adequately organized on eighty-five of the 233 colleges, or 36.5 per cent of the junior college campuses of the nation. Private colleges were organized to a greater extent than were public colleges.

2. Misinterpretation relative to the meaning of "organized public relations programs" was reflected in the survey. A lack of unity in the definition influenced the extent indicated by the survey of organized public relations programs on junior college campuses. In addition to the 36.5 per cent who indicated a soundly organized program, other junior colleges indicated characteristics of an organized program.

3. An awareness of the importance of coordination and sound organization, of public relations and the general movement in that direction mark a major development in the field of junior college public relations. Other significant developments include the recognition of public relations on an administrative and policy making level, and coordination of the development, alumni, and public relations functions under one program.

4. The definition and scope of public relations in total junior college program was misinterpreted by many colleges. Some state and tax-supported colleges looked upon public relations as a means of fund-raising, for which they had no need. Other colleges, already

overcrowded, interpreted public relations to mean student promotion. Many colleges still defined public relations as synonymous with publicity.

5. The basic goals and objectives of junior college public relations have been delineated according to one of three patterns, (1) publicity, keeping the school constantly in the public eye; (2) interpretation, interpreting the true image of the school to its many publics; (3) reciprocation, the proverbial two-way street in which public relations functioned for the good of the community and the school alike.

6. Public relations has become broader in scope. The basic philosophy of junior colleges public relations has been changing from publicity alone to a combination of publicity and community interaction. This was concluded from the fifty-seven respondents who specified publicity as their basic philosophy, in contrast to the seventy-eight who indicated the combination of publicity and community interaction.

7. The degree of the success of the public relations program has been determined more by the extent of outside responsibility which the public relations officer was given than his professional and educational background. Of the 184 public relations officers in junior colleges, only thirty-five were full time, with no additional responsibility.

8. The status of junior college public relations personnel has risen proportionately with their educational background, which has been in the majority of cases, the attainment of the master's degree.

9. The size and enrollment of an institution have no bearing on the extent of the public relations program or functions it may have. As was revealed in the survey, as many sound public relations programs were

found on small college campuses as large.

10. Although there is no relationship between the size of institution and extent of organized public relations, there is a more serious need for a well coordinated program in the larger institution. The very nature of the large college _per se_ presents problems of interpretation and communication that are otherwise handled more directly in the smaller college.

11. The most significant public relations problems facing junior colleges are those concerned with the need for adequate funds, clearer coordination and organization, unencumbered public relations officers, and faculty and staff understanding and support.

IV. GENERAL RECOMMENDATIONS

Recommendations for Public Relations at Ricks College and Other Junior Colleges

1. In light of the relationship between those colleges with well organized and successful public relations, and those holding membership in American College Public Relations Association, it is recommended that there be more affiliation of the junior college public relations people with such professional organizations as American College Public Relations Association, and thus profit from the experience and ideas afforded by such membership.

2. Because of lack of faculty and staff understanding and support of junior college public relations, it is recommended that more institutions implement a concerted program of faculty and staff in-service training in the responsibilities of public relations.

3. It is recommended that rather than emphasize any one area or

function of public relations, as has been done in the area of publicity, junior colleges should place more emphasis on coordination of all activities to produce a balanced program of public relations.

4. Certain areas of public relations which have been overlooked and by-passed by many institutions should be reconsidered for possible use in public relations. Such areas, when properly incorporated into the program may pay rich dividends.

5. It is further recommended that junior colleges place more emphasis on defining the goals and objectives of their public relations, and bringing those goals and objectives in agreement with the goals and objectives of the individual institution and junior colleges as a whole.

6. Continued and increased recognition of public relations on an administrative and policy-making level is recommended for a stronger program of public relations.

7. Public relations should be considered a major investment in the planning of the junior college fiscal budget; adequate budgetary provisions should therefore be made. In light of the findings of the survey relative to budgets, it is recommended that a minimum of one to five thousand dollars (determined by size and characteristics of the institution), sans salaries, be appropriated.

8. The public relations officer of junior colleges should have fewer outside responsibilities, in order that the public relations program be executed with full efficiency.

9. It is recommended that organization and coordination of the various functions of public relations be furthered in junior colleges.

Such coordination should combine development, alumni, publicity, and other public relations areas under one public relations program and one coordinator, but maintain separate divisions within this program for each of these individual activities.

Suggestions for Further Research and Study

As it has been indicated in the evaluation of public relations, the true evaluation can be determined by the extent of happy, well adjusted, well educated students and a sound educational program. It would seem, then, that student attrition would have direct bearing on the extent of success of the public relations program of a college. A suggestion is therefore made for further research and investigation of the problem of student mortality and attrition as a new area of public relations.

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E. OTHER SOURCES

Personal Correspondence of the Author, letter from W. N. Atkinson, President, Jackson Junior College, Michigan, May 26, 1961.

Personal Correspondence of the Author, letter from Richard Banks, Director of Public Relations, New Haven College, Connecticut, April 30, 1961.

Personal Correspondence of the Author, letter from Max D. Bell, Deputy Superintendent, Administration, Mount San Antonio College, California, May 24, 1961.

Personal Correspondence of the Author, letter from William P. Buttler, Director of Publicity, Pasadena City College, California, May 24, 1961.

Personal Correspondence of the Author, letter from Earl C. Coulon, Director of Public Relations, Gulf Park College, Mississippi, April 25, 1961.

Personal Correspondence of the Author, letter from John W. Dunlap, Assistant to the President, Santa Ana College, California, April 22, 1961.

Personal Correspondence of the Author, letter from Esther Davis, Director of Community Relations, Los Angeles Valley College, California, April 17, 1961.

Personal Correspondence of the Author, letter from Alvin C. Eckre, Director of Public Relations, North Dakota State School of Science, North Dakota, May 1, 1961.

Personal Correspondence of the Author, letter from Robert E. Eiche, Director, Altoon Campus, Pennsylvania State University, May 5, 1961.

Personal Correspondence of the Author, letter from Troy R. Eslinger, President, Lees Junior College, Kentucky, April 24, 1961.

Personal Correspondence of the Author, letter from Susan Hanna, Administrative Assistant, American College Public Relations Association, Washington, D. C., May 16, 1961.

Personal Correspondence of the Author, letter from Earl F. Hargett, President, Northeast Mississippi Junior College, April 25, 1961.

Personal Correspondence of the Author, letter from Winslow R. Hatch, Coordinator, Clearinghouse of Studies on Higher Education, Department of Health, Education and Welfare, Washington, D. C., March 20, 1961, April 14, 1961.

Personal Correspondence of the Author, letter from H. Dean Holt, Director Public Information, American River Junior College, California, April 21, 1961.

Personal Correspondence of the Author, letter from Sam M. Lambert, Director of Research Division, National Education Association, Washington, D. C., February 17, 1961.

Personal Correspondence of the Author, letter from Roger T. Loschen, Assistant to the President, Everett Junior College, Washington, May 10, 1961.

Personal Correspondence of the Author, letter from Robert McLaughlin, Director of Evening and Extension Division, State University Agricultural and Technical Institute of Farmingdale, New York, April 24, 1961.

Personal Correspondence of the Author, letter from June G. Moore, Public Relations Director, St. Petersburg Junior College, Florida, May 9, 1961.

Personal Correspondence of the Author, letter from Vernon D. Parrott, President, Weatherford College, Texas, April 25, 1961.

Personal Correspondence of the Author, letter from Sister Mary de Pazzi, Dean, Catherine McAuley College, New York, May 16, 1961.

Personal Correspondence of the Author, letter from Elizabeth S. Reed, Director of Publications, American Association of Junior Colleges, Washington D. C., February 7, 1961; March 9, 1961.

Personal Correspondence of the Author, letter from Don Tourtelot, Assistant to the President, Ohio College of Applied Science, Ohio, April 27, 1961.

Personal Correspondence of the Author, letter from Henry T. Tyler, Executive Secretary, California Junior College Association, California, April 14, 1961.

Personal Correspondence of the Author, letter from Elmer D. West, Director, Office of Statistical Information and Research, American Council on Education, Washington, D. C., March 20, 1961.

APPENDIX I

LIST OF AUTHORITIES

PILOT STUDY

Name of College	Respondent
Arizona	
Eastern Arizona Jr. College	Thomas A. Scoll, Dir. of Publicity
California	
American River Junior College	H. Deon Holt, Public Information Dir.
East Los Angeles College	Dr. H. Russell Paine, Dir. of News Bureau
Foothill College	Ervin L. Harlacher, Dir. of Comm. Ser.
Fresno City College	Stuart N. White, President
Hartnell College	Stuart Dufour, Vice President
Los Angeles City College	Dr. Marie Y. Martin, Dean of Educational Services
Los Angeles Metropolitan College	Dr. John N. Given, President
Los Angeles Valley College	Dr. Esther Davis, Dir. of Community Relations
Monterey Peninsula College	Rod Holmren, Dir. of Public Relations
Orange Coast College	Dr. Norman E. Watson, Vice President
Pasadena City College	William P. Buttler, Dir. of Publicity
Santa Ana College	John W. Dunlap, Asst. to President
Colorado	
Trinidad State Jr. College	Guy C. Davis, President
Connecticut	
Quinnipiac College	Tufie Z. Maroon, Dir. of Public Information
Florida	
Pensacola Junior College	Henry L. Ashmore, President
New York	
New York City Community College	Benjamin Rowe, Head of the Social Science Division Bernice Douglas, Asst. to President

State Agricultural Technical Institute at Farmingdale	Robert McLaughlin, Dir. of Extension and Evening Division

Ohio

Sinclair College	D. J. Davis, Asst. to the President

Oklahoma

Murray State College	Bill G. Rainey, Head of the Business Department

Washington

Everett Junior College	Roger T. Loschen, Dir. of Public Rel.

LIST OF RESPONDENTS

PUBLIC COLLEGES

Name of College	Respondent
Alaska	
Juneau Douglas Community College	Dorothy H. Novatney, Director
Arizona	
Phoenix Jr. College	D. G. Hackett, Publicity Director
California	
Cabrillo College	William A. Grant, Public Rel. Dir.
California College of San Francisco	Louis G. Conlan, President
Imperial Valley College	Dr. Milo P. Johnson, President
Los Angeles Harbor College	Wendell B. Black, President
Modesto Junior College	Fred W. King, Asst. to President
Mt. San Antonio Jr. College	Max D. Dell, Deputy Superintendent of Administration
Napa Junior College	Roy L. Patrick, President
Oceanside-Carlsbad Jr. College	Larry J. Waller, President
Palomar College	Roland Phelps, Dir. Public Information
Riverside City College	Director of Public Information
San Jose City College	Morris Goldner, Vice President
Santa Barbara City College	Joseph P. Cosand, President
Sierra College	G. A. Bashan, President
Yuba City College	Janet C. Petersen, Executive Secretary
Colorado	
Ft. Lewis A & M	LeRoy W. Goodwin, Dir. Information Services
Mesa County Junior College	Horace J. Wubben, President
North Eastern Jr. College	Ervin S. French, President
Florida	
Brevard Junior College	John Easley, Registrar
Central Florida Jr. College	Joseph W. Fordyce, President
Chipola Junior College	C. D. West Jr., Registrar
Daytona Beach Jr. College	Roy F. Bergengren Jr., President Robert Troup, Director of Publicity
Gibbs Junior College	Paul Mohr, Dir. of Public Relations
Gulf Coast Junior College	Charles R. Bond, Dir. Public Information

Manatee Junior College	Florence Haxton Girvin, Director of Publications
North Florida Junior College	James D. Bass, Dir. Public Relations
Palm Beach Junior College	Harold C. Manor, President
St. Johns River Jr. College	Dr. B. R. Tilley, President
St. Petersburg Junior College	Mrs. June G. Moore, Public Relations Director

Georgia

Armstrong College of Savannah	Foreman M. Hawes, President
Augusta College	Dr. Gernald B. Robins, President
Columbus College	Thomas Y. Whitley, President
Georgia Southwestern College	M. E. Chambers, Dir. of Public Relations

Idaho

North Idaho Junior College	George O. Kildow, President

Illinois

Chicago City Junior College	
Amundsen Branch	Turner H. Trimble, Dean
Crane Branch	Ernest A. Liden, Asst. Dean
Southeast Branch	John F. Grede, Dean in Charge
Elgin Community College	Gilbert I. Renner, Dean
Lyons Township Junior College	Harold L. Bitting, Dean
Moline Junior College	Dr. Richard E. Whalen, Dean
Morton Junior College	Walter L. Cooper, President
Thornton Junior College	Lee E. Dulgar, Dean

Indiana

Vincennes University Jr. College	Robert Schultheis, Dir. Public Relations

Iowa

Burlington College	D. D. Stonehocker, Dean
Ellsworth Junior College	Verle E. Stucker, Dean
Ft. Dodge Community College	Dr. J. B. Mitchell, Dean
Mason City Junior College	Clifford H. Beem, Dean
Muscatine Junior College	James S. Loper, Dean

Kansas

Arkansas City Junior College	K. R. Galle, Dean
Coffeyville College	J. Henry Hedley, Dean of Men
Dodge City College	Charles M. Barnes, Dean

ElDorado Junior College	Edwin J. Walbourn, Dean
Hutchinson Junior College	Ellsworth R. Briggs
Kansas City Junior College	C. W. Harvey, Dean
Pratt Junior College	Jesse P. Bogue, Jr., Dean

Kentucky

Paducah Junior College	R. G. Matheson, President

Maryland

Baltimore Junior College	Leona S. Morris, Dean, Student Personnel
Montgomery Junior College	Lionel W. Nelson, Public Relations Officer
Prince George's Community College	Frank B. Tesci, Asst. to the Dean

Michigan

Alpena Community College	Stanley E. Van Lare, Director
Jackson Junior College	W. M. Atkinson, President
Muskegan College	James M. Snyder, Director
South Macomb Community College	Walter E. Bradley, Dean

Minnesota

Brainerd Junior College	J. E. Chalberg, Dean
Itasca Junior College	Harold E. Wilson, Dean

Mississippi

East Central Junior College	W. A. Vincent, President
Harris Junior College	L. C. Caffey, Registrar
Hinds Junior College	Patrick D. Smith, Public Relations Director
Northeast Mississippi Jr. College	Earl F. Hargett, President
Northwestern Mississippi Junior College	R. D. McLendon, President

Missouri

Harris Teachers College	Catherine Harrington, Counselor
Joplin Junior College	Roi S. Wood, Supt. of Schools
Junior College of Flat River	Dr. Gayle Simmons, Dean of Admissions
St. Joseph's Junior College	M. E. Gibbins, Dean

Montana

Dawson City Junior College	Richard Starr, Dean

Nebraska

McCook College	Fred Bremmer, President
Scotsbluff College	Dr. Hal E. Hagen, Dean

New Jersey

Trenton Junior College	Dr. John Perry Pritchett, Dean of Students

New York

Bronx Community College	Abraham Tauber, Dean
Jamestown Community College	Janet H. Psleeger, Publicity Director
Stratton Island Community Coll.	Mrs. Roslyn R. Attinson, Public Relations Officer
Westchester Community College	Carl Von der Lancken, Asst. to the President

North Carolina

Carver College	B. L. Brown, Chairman, Public Relations Committee
Wilmington College	William M. Randall, President

North Dakota

Bismarck Junior College	Sidney J. Lee, Administrative Dean
North Dakota State School of Science	Alvin C. Eckre, Dir. Public Relations

Oklahoma

Cameron State Agricultural Coll.	K. A. McClure, Publicity Director
North Eastern A & M College	Ivin C. Holmes, Publicity Director

Oregon

Central Oregon College	Don P. Pence, President

Pennsylvania

Pennsylvania State University	
Altoona State University	Mrs. Robert E. Eiche, Director
Behrend Campus	I. H. Kochel, Director
Wilkes-Barre Campus	George W. Bierly, Director

Texas

Frank Phillips College	J. W. Dillard, President
Howard County Jr. College	W. A. Hurt, President
Loredo Junior College	Ray A. Laird, President
Navarro Junior College	Dr. Ben W. Jones, President
Paris Junior College	J. R. McLemore, President
San Angelo College	Allen Boedeker, Dir. Public Relations
San Antonio College	Wayland P. Moody, President
Temple Junior College	Hubert M. Dawson, President
Weatherford College	Vernon D. Parrott, President
Wharton County Junior College	Mrs. Annie Lee Williams, Director of Public Relations

Utah

Carbon College	Claude J. Burtenshaw, Director
Weber College	William P. Miller, President

Washington

Centralia College	Boyd C. Mills, Dean
Grays Harbor College	Elmer C. Wagoner, Dir. Public Relations
Olympic College	James D. Park, President
Skagit Valley College	George Hodson, Dean
Yakima Valley Junior College	Victor H. Bagnall, Dir. Public Relations

West Virginia

Potomac State College	E. E. Church, President

Wisconsin

Green County Teachers College	John W. Zweisel, President
Marinette Teachers College	S. W. Ihlenfeldt, President
Racine Kenosha Teachers College	Burt P. Vogel, President
Sheboygan Teachers College	Burt L. Greenfield, President
Wood Teachers College	Warren L. Lensmire, President
Manitowoc Brnach, University of Wisconsin	Raymond O. Grosmick, Director

Wyoming

Casper College	James Mulligan, Public Relations Dir.
Northwestern Community College	A. E. Robinson, Dean of Men

LIST OF RESPONDENTS

PRIVATE COLLEGES

Name of College	Respondent
Alabama	
Snead Junior College	Autry L. Bailey, Administrative Asst.
South Union College	Dr. Walter A. Graham, President
Walker College	David J. Roland, President
Alaska	
Sheldon Jackson Jr. College	Dr. R. Armstrong, President
California	
Humphreys College	John D. Collum, Dean of Instruction
Menlo College	F. Philler Curtis, Registrar
Colorado	
Colorado Women's College	Eugene E. Dawson, President Milton E. Bernet, Vice President
Connecticut	
Hartford College	Marie A. Chabrier, Admin. Assistant
New Haven College	Richard Banks, Dir. of Public Relations
District of Columbia	
George Washington Univ. Junior College	George M. Koehl, Dean
Florida	
Florida Christian College	Harry Pickeip, Dir. of Public Relations
Jr. College of Jacksonville	Malcolm Baroway, Dir. of News Bureau
Georgia	
Brewton Parker College	J. Theodore Phillips, President
Emery-at-Oxford	Virgil Y. E. Eady, Dean
Rheinhardt College	J. R. Burgess Jr., President
Young Harris College	Jim Marlow, Dir. of Public Relations and Alumni Affairs

Hawaii

The Church College of Hawaii	Richard T. Wootton, President
Maunaola College	Frank T. Murphy, Registrar

Idaho

College of St. Gertrude	Sister Ildephonse Nuxoll, Dean

Illinois

Kendall College	Harlan G. Greenfield, Dir. of Development
Lincoln College	Raymond Dooley, President
Monticello College	Gail E. Myers, Vice President
Springfield Junior College	M. B. Mangan, Dir. Public Relations

Indiana

Ancilla Domini	Sister M. Loyola, Dean

Iowa

Grandview College	Ernest D. Nielsen, President

Kansas

Donnelly College	Sister Jerome Keeler, Dean
St. Johns College	Director of Public Relations

Kentucky

Lees Junior College	Troy R. Eslinger, President

Louisiana

St. Joseph's Seminary	Reverend Justin Faler, O. S. B.

Maine

Oblate College and Seminary	R. P. Charles H. Dozois, O. M. I.
Westbrook Junior College	Mrs. Dorothy M. Healy, Asst. to the President

Maryland

Baltimore College of Commerce	Joseph S. Rook, President
Univ. of Baltimore Jr. College	Dr. Harvey S. Reed
Villa Julie College	Sister Mary Ellen, Registrar

Massachusetts

Becker Junior College	Director of Public Relations
Burdett College	C. L. Sewall, Vice President
Dean Junior College	Erle E. Snelgrove, Vice President
Franklin Technical Institute	Louis J. Dunham Jr., Director
LaSell Jr. College	Blake Tewksbury, Dir. Public Relations
Wentworth Institute	H. Russell Beatty, President

Michigan

Suomi College	Giles C. Ekola, Director of Development

Minnesota

Concordia College	Luther C. Gronseth, Public Relations Director

Mississippi

Gulf Park College	Earl C. Coulon, Public Relations Dir.
Mary Holmes College	Henry L. Berry, Registrar
Wood Junior College	Felix Sutphin, President

Missouri

Christian College	Peggy Phillips, Director, Public Rel.
Hannibal-LaGrange College	L. A. Foster, President
Southwestern Baptist College	Don Baker, Dir. Public Relations
Stephens College	Harold Rubin, Dir. of Information
William Woods College	Byron Welch, Asst. to President

Nebraska

Luther Junior College	Robert B. Nemeschy, President

New Hampshire

Colby Junior College	Bernard A. Streeter, Jr., Director of Publicity and Publications

New Jersey

Centenary College for Women	Stefan George, Dir. of Public Relations
Monmouth College	Director of Public Relations

New York

Bennett College	Elizabeth M. Wire, Asst. to the Pres.
Catharine McAuley College	Sister Mary de Pazzi, Dean
Cazenovia Junior College	Mrs. Eleanor Taylor, Asst. to Pres.
Packer Collegiate Institute	Elinor Clark, Sec. of the Institute
St. Joseph's Seraphic Seminary	Very Reverend Pascal F. Foley, Pres.

North Carolina

Brenard College	Wm. Glen Hardesty, Dir. Public Relations
Gardiner-Webb Junior College	W. Lawson Allen, Vice President
Mars Hill College	Walter P. Smith, Director of Publicity
Mt. Olive Jr. College	Hughey B. Long, Dir. of Public Relations
Wingate College	Budd E. Smith, President

Ohio

Franklin University	Joseph F. Frasch, Director
Ohio College of Applied Science	Don Tourtelot, Asst. to President

Oklahoma

Baconi College	Roger W. Getz, President

Oregon

Concordia College	Robert K. Menzel, Director of Recruitment and Public Relations

Pennsylvania

Gwyneed-Mercy Junior College	Sister Mary Gregory, President
Harcum Junior College	Henry Klein, Dir. of Development and Community Rel.
Keystone Junior College	Karry K. Miller, Jr., President
Mt. Aloysius	Sister Mary de Sales, R.S.M., Pres.
Spring Garden Institute	Logan Ramsey, Exec. Vice President

Rhode Island

Roger Williams Jr. College	Everett B. Nelson, Dir. Public Relations

South Carolina

Anderson College	John Edward Rouse, President
North Greenville Jr. College	Juanita Copeland, Admin. Secretary
Spartanburg Jr. College	Ann Foster, Secretary to the Pres.

South Dakota

Presentation Junior College	Sister Anna Marie, Dean of the College

Tennessee

Freed-Hardeman College	W. H. Bradhield, Dir. of Public Relations
Hiwassee College	Horace N. Barker, President
Owen College	C. L. Dinkins, President

Texas

Lon-Morris College	Wyman Fisher, Dir. Public Relations
Luther Concordia College of Texas	Fred Growcock, Dir. Public Relations
South Texas Jr. College	W. Dykes, Dean

Vermont

Vermont College	Ralph E. Nobb, President

Virginia

Bluefield College	E. Ralph Patsel Jr., Alumni Secretary
Ferrum Jr. College	Director of Public Relations
Marymount College	Mother Majella, President

Washington

Tacoma Catholic Jr. College	Mother Mary Rosena, O.P., President

Wisconsin

Concordia College	Reverend W. C. Koester, Director of Development
Milwaukee School of Engineering	Greta W. Murphy, Director of Public Relations and Development

APPENDIX II

LETTER TO AUTHORITIES

RICKS COLLEGE
John L. Clarke, President
Rexburg, Idaho

April 15, 1961

Dear ______________

Mr. Daniel Hess, my Administrative Assistant, who is at present acting as Director of Public Relations at Ricks College, is making a study of the current trends and extent of organized public relations programs in junior colleges throughout the nation.

Recognizing the value of a carefully planned program, but being aware of our own shortcomings in our own institution, this study was instigated with the view of determining how other two-year colleges are meeting this increasing challenge. It is my opinion that such a survey will serve a two-fold purpose, and thus make a very worthwile contribution to the field of public relations. Not only will such a survey reveal the total picture, showing the strengths and weaknesses of public relations in junior colleges, but it will present an opportunity to the participating colleges to analyze and thus evaluate their own individual programs.

As an authority on this subject, and one who has reflected through your writings a true interest in the field of public relations, your assistance would greatly enhance the success of this study, and would be deeply and sincerely appreciated. We are, therefore, asking your cooperation by participating in a pilot test, as well as contributing any suggestions concerning any phase of the study.

Enclosed is a copy of the questionnaire which Mr. Hess is planning to submit to junior colleges throughout the nation. As you are completing the questionnaire would you please feel free to make any remarks or suggestions, that would improve the effectiveness of the questionnaire or the study. Any additional suggestions or advice concerning this survey would be most gratefully received.

As Mr. Hess is anxious to complete this survey before the end of the present semester, your response at your earliest convenience will be deeply appreciated. May we express our sincere thanks for your willingness to cooperate and assist us in this study.

With personal best wishes.

Sincerely yours,

/s/ JOHN L. CLARKE
President

JLC/bg
Enclosure

LETTER FOR GENERAL SURVEY

RICKS COLLEGE
John L. Clarke, President
Rexburg, Idaho

April 15, 1961

Dear President ______________

Mr. Daniel Hess, my Administrative Assistant, who is at present acting Director of Public Relations at Ricks College, is making a study of the current trends and extent of organized public relations programs in junior colleges throughout the nation.

Recognizing the value of a carefully planned program, but being aware of the shortcomings in our own institution, this study was instigated with the view of determining how other two-year colleges are meeting this increasing challenge. It is my opinion that such a survey will serve a two-fold purpose, and thus make a very worthwhile contribution to the field of public relations. Not only will such a survey reveal the total picture, showing the strengths and weaknesses of public relations in junior colleges, but it will present an opportunity to the participating colleges to analyze and thus evaluate their own individual programs.

The junior colleges selected for this study were chosen from the 1961 Junior College Directory, published by the American Association of Junior Colleges. Since your college was one of those selected as a college which can contribute much to the success of this study, and thus to the total improvement of public relations in junior colleges, we are asking your cooperation by participating in this survey. May we ask that you, or the person in charge of your public relations program, complete the enclosed questionnaire and return it in the enclosed envelope. Any additional remarks or suggestions concerning this survey will be most gratefully received.

As Mr. Hess is anxious to complete the survey before the end of the present semester, your response at your earliest convenience will be deeply appreciated. May we express our sincere thanks for your willingness to cooperate and assist us in this study.

With personal wishes and with the hope that you are enjoying a most successful year.

Sincerely yours,

/s/ JOHN L. CLARKE
President

JLC/bg
Enclosures

A SURVEY OF JUNIOR COLLEGE PUBLIC RELATIONS PROGRAMS

This study is being made to determine the current trends and extent of public relations programs in junior colleges throughout the nation at the present time. In order to make the study complete, your cooperation in assisting in this survey is greatly appreciated. To faciliatate tabulation of returns, an early return of this survey, if possible by May 12, 1961, in the enclosed envelope will be most helpful. An abstract of this study will be available as soon as all forms are returned and tabulated.

If you would like a summary of this study when completed, check here ☐

PART ONE

GENERAL SCHOOL INFORMATION

1. Name of School______________________________

2. City________________ State ____________________

3. Name and Title of informant________________________

4. Total school enrollment, 1960-61____________________

5. Is your school under Public____ or Private____control?

6. Is your school a Member of the American Association of Junior Colleges? Yes____No____.

7. Is your school a Member of the American College Public Relations Association? Yes____No____.

PART TWO

PERSONNEL INFORMATION

1. Title of Public Relations official________________________

2. Is public relations official full time____or part time____in capacity of public relations work?

    a. If part time, what other position does he hold?________________

    b. Check amount of time allocated to public relations work.

    About 75% of time____, 50% of time____, 25% of time____.

3. Professional background of public relations official is primarily

Journalism_____, Education_____, Administrative_____,

Other (Please state), ____

4. Formal education and degrees held by public relations official:

a. Bachelors_____, Masters_____, Doctorate_____.

b. Undergraduate major_____, Undergraduate minor_____.

c. Graduate major_____, Graduate minor_____.

5. Age of public relations official: 20 to 30_____, 31 to 40_____,

41 to 50_____, 51 to 60, over 60_____.

6. Years in position as public relations official: 1 to 5 years_____,
6 to 10_____, 11 to 15_____, 16 to 20_____, over 20 years_____.

7. Does public relations official have administrative status?

Yes_____ No_____.

8. Does public relations official have voice in policy making?

Yes_____ No_____.

9. Is position of public relations official set up on 9 month_____,

10 month_____, 11 month_____, 12 month_____ or other_____ basis?

10. Is public relations official paid on academic______or administrative

salary schedule?______________

11. Salary of public relations official is approximately: (Circle one)

a. between $4,000 and 4,999
b. " 5,000 and 5,999
c. " 6,000 and 6,999
d. " 7,000 and 7,999
e. " 8,000 and 8,999
f. " 9,000 and 9,999
g. between $10,000 and 10,999
h. " 11,000 and 11,999
i. " 12,000 and 12,999
j. " 13,000 and 13,999
k. over 14,000

12. Where is public relations office located? Administrative Building____, Journalism Department____, Other (Please state)________________________.

PART THREE

GENERAL PUBLIC RELATIONS PROGRAM

1. Do you have a well defined and formally organized program of public relations in your college? Yes_____, No_____.

2. Has the Administration of your college formally adopted a stated policy, or established specific goals pertaining to the public relations program of your school? Yes_____, No_____.

a. If you care to, will you please state the policy or statement of goals in the space below, or attach a copy of such.

____

____

3. Can the organization of responsibility in the administration of your public relations program be charted? Yes_____, No_____. If possible, would you please attach a chart or diagram of the flow of administration in your program.

4. The basis philosophy upon which your public relations program is built is: Information and Publicity_____, Educational Interpretation_____, College-community Interaction_____, Other (Please state)________________.

5. Do you have a specified budget for public relations? Yes_____, No____.

6. Approximately what is your expenditure per year for public relations?

$__________________

7. How often do you evaluate and revise your program? Each_____, Every 2 or 3 years_____, With change of administration_____, With change

of public relations personnel_____, Other (Please state)__________.

8. What method of evaluation do you use? (Check more than one if necessary.) Informal observation_____, Informal interviews_____, Formal interviews with planned questions_____, Discussion groups_____, Opinion polls_____, Check lists_____, Appraisal scales_____, Other (Please state)__________.

a. Would you please attach a copy of the appraisal instrument used in the evaluation of your program.

PART FOUR

SURVEY OF PUBLIC RELATIONS ACTIVITIES

In the following areas and activities of public relations, will you please score by use of the code listed below, what you believe to be, (a) the relative value or importance according to public response, of each activity in promoting good public relations; and (b) the degree or extent of frequency of each activity in your own program.

CODE (a.): Weight of Value - - - -Relative Value

4	Of greatest importance
3	Major importance
2	Average importance
1	Less important
0	Of no importance

CODE (b.): Weight of Value - - - -Extent of Activity

4	Regularly; constantly
3	Usually
2	Occasionally
1	Seldom
0	Never

Public Relations Activity	(a.) Relative value in promoting good public relations	(b.) Extent of activity in your P. R. program
1. PUBLICITY		
a. News releases for local daily news		
b. News releases for regional news		
c. News releases for home town paper		
d. Newspaper feature stories		
e. Radio News releases		
f. T.V. News releases		
g. ______________________________		
h. ______________________________		
2. PUBLICATIONS		
a. Student Newspaper		
b. Student Literary Magazine		
c. Student Handbook		
d. Student Directory		
e. Yearbook or annual		
f. Catalog		
g. Lecture series; special speeches		
h. Special brochures		
i. Departmental programs		
j. Newsletters		
k. President's Report		
l. ______________________________		
3. NEW STUDENT PROMOTION		
a. Visitations to high schools		
b. Mailing list for brochures		
c. Youth conferences on campus for high school seniors		
d. College facilities used for regional and State high school festivals, etc.		
e. College Open House		
f. Band, orchestra and choral tours		
g. Motion picture and sound slide presentations		
h. ______________________________		

Public Relations Activity	(a.) Relative value in promoting good public relations	(b.) Extent of activity in your P. R. program
4. AUDIO-VISUAL MEDIA		
a. Press photography for bulletins, brochures, news releases, etc.	________	________
b. Slide Films	________	________
c. Sound-slide productions	________	________
d. Motion pictures	________	________
e. Sound motion picture productions	________	________
f. Exhibits, displays, etc.	________	________
g. ____________________	________	________
5. RADIO, T.V. PROGRAMMING		
a. Regular radio programs	________	________
b. Special feature	________	________
c. Regular T.V. programs	________	________
d. Special feature telecasts	________	________
e. ____________________	________	________
6. FUND RAISING		
a. Development Fund	________	________
b. Alumni Fund	________	________
c. Business and Service Club's support	________	________
d. Scholarship campaign	________	________
e. Special programs	________	________
f. ____________________	________	________
7. ADVERTISING		
a. Newspaper	________	________
b. Business houses	________	________
c. Bill-boards	________	________
d. Radio and T.V.	________	________
e. ____________________	________	________
8. COMMUNITY INTEGRATION		
a. College Community Find Arts Series	________	________
b. College Community Symphony	________	________
c. College Community Theater	________	________
d. Speakers Bureau for community service	________	________
e. Program Bureau for community service	________	________
f. Leadership week	________	________

Public Relations	(a.) Relative value in promoting good public relations	(b.) Extent of activity in your P. R. program
8. COMMUNITY INTEGRATION (continued)		
g. Workshops, Seminars, Clinics, etc.	______	______
h. Off-Campus classes: lecture series, etc.	______	______
i. Student Service Clubs	______	______
j. Faculty Wives or Women's Clubs	______	______
k. Mother's Clubs	______	______
l. Audio-visual services to community	______	______
m. Travel-study tours	______	______
n. Coordination of city and campus Police	______	______
o. Coordination of city and college library	______	______
p. Availability of colleges facilities for community activities	______	______
q. ______	______	______
9. ALUMNI RELATIONS		
a. Alumni Organization	______	______
b. Alumni Magazine	______	______
c. Alumni Newsletters	______	______
d. Home coming activities	______	______
e. Alumni Fund Campaign	______	______
f. Alumni Gifts	______	______
g. Campus facilities for Alumni use	______	______
h. ______	______	______
10. SPECIAL EVENTS PLANNING		
a. Home coming	______	______
b. Anniversary or Founders Day	______	______
c. Dedications	______	______
d. Commencement	______	______
e. ______	______	______
11. PROFESSIONAL RELATIONS		
a. Professional conventions	______	______
b. Accrediting agencies	______	______
c. Membership in American Association of Junior Colleges	______	______
d. Membership in American College Public Relations Association	______	______

Public Relations Activities	(a.) Relative Value in promoting good public relations	(t.) Extent of activity in your P. R. program
11. PROFESSIONAL RELATIONS (continued)		
e. Membership in American Council on Education	____________	____________
f. Local, State and National Education Association Membership	____________	____________
g. ____________________	____________	____________
12. EVALUATION OF PUBLIC RELATIONS		
a. Faculty and Staff survey	____________	____________
b. Student survey	____________	____________
c. Community polls	____________	____________
d. Appraisal scales; check lists	____________	____________
e. Informal interviews and observations	____________	____________
f. Public relations in-service training of faculty	____________	____________
g. Public relations in-service training of staff	____________	____________
h. ____________________	____________	____________

CONCLUSION

1. Which phase of public relations work do you believe should be emphasized most?____

2. What do you feel is your greatest problem in your public relations program?____

____

APPENDIX III

LETTER TO RICKS FACULTY

RICKS COLLEGE
John L. Clarke, President
Rexburg, Idaho

March 27, 1961

Dear_______________

Brother Hess, who as you know, is at present acting as Director of Public Relations, is making a study of the current trends and extent of organized public relations programs in junior colleges throughout the nation. Recognizing the value of a carefully planned program, the study was instigated with the view of determining what other two-year colleges are doing in public relations, thereby establishing the criteria by which to evaluate our own public relations program.

It is my opinion that such a study will not only contribute to the formulation of a sound and well organized public relations program applicable to the needs of Ricks College, but will also make a major contribution to the new but increasingly important field of public relations in junior colleges.

In order to complete all phases of this study, it is highly desirable and indeed necessary to conduct a survey of the public relations practices at Ricks College, and thus determine the strong and weak areas of our own program. I would appreciate your cooperation by participating in this survey that Brother Hess is conducting. Will you please complete the enclosed questionnaire by April 15th and return it to him without delay. As you know, one of the fine things we enjoy together at Ricks College has been and is our willingness to assist each other.

It will be wonderful if we can have a one hundred per cent response to this request.

Sincerely yours,

/s/ JOHN L. CLARKE
President

JLC/bg
Enclosure

A FACULTY SURVEY OF RICKS COLLEGE
PUBLIC RELATIONS PROGRAM

The effectiveness of any part oa a program of education can be determined only by appraising the program in light of the objectives established for it.

This survey is being made to determine the extent and effectiveness of the Public Relations program of Ricks College. Your cooperation in assisting in this survey by expressing your opinion, or giving the information requested in the following questions will be appreciated.

1. Department to which you belong________________________________.

2. Years of experience at Ricks_____: Total Teaching experience________.

3. Male______Female______. 4. Age: 20 to 30______, 31 to 40______.

41 to 50______, 51 to 60______, over 60______.

5. Number of classes you teach at the present time__________.

6. Total number of students in your classes__________.

7. List Civic Groups, and rate degree of activity in groups to which you belong.____

Very active_____Active_____Occasionally_____Seldom_____Never______

8. List Church groups, e.g. MIA, Priesthood Quorums, etc., and rate degree of activity in groups to which you belong____________________

____

Very Active_____Active_____Occasionally_____Seldom_____Never_______

10. How much of your personal and household buying do you do in Rexburg?

All_____Most_____Occasional_____Little_____None_____.

11. How much of your large item household buying do you do in Rexburg?

All_____Most_____ Occasional_____Little_____None_____.

12. How often do you seek needed legal or medical services in Rexburg?

Always____ Usually____ Occasionally____ Seldom.____Never____.

13. Which of the following do you believe the basic philosophy upon which Ricks' Public Relations is built? Publicity____, Dissemination of information____, Educational interpretation____, school community interaction____.

14. Yes__No__Do you know the general and specific goals of the Public Relations program of Ricks College?

15. Yes__No__Do the goals of the Public Relations program need to be revised or clarified?

16. Yes__No__Do you believe the public relations program could be better organized to meet the goals of such a program?

17. Yes__No__Do you believe the basic philosophy of the Public Relations Program is in harmony with the general aims and objectives of the College?

18. Yes__No__Is the pattern or flow of responsibility in the administration of the Public Relations program definite enough to be understood?

19. Yes__No__Is your department active in the Public Relations program?
    a. List briefly public relations activities in your department?

____

____

20. Yes__No__Do you personally have a responsibility in the Public Relations program in the College?
    a. List briefly public relations responsibilities and activities.

____

____

21. Yes__No__ Would you like to participate in the Public Relations program?

22. Yes__No__Do you believe in-service training in Public Relations of staff and faculty would strengthen the public relations program of the College?

23. Yes__No__Do you feel that Ricks College is getting adequate community support?

24. Yes___No___Do you feel that Ricks is contributing adequately to community betterment?

25. Yes___No___Do you believe that the College carries sufficient responsibility in community projects?

26. Yes___No___Do you feel that Ricks College is getting adequate publicity in news coverage?

27. Yes___No___Does Ricks have full cooperation from local and regional communications media, e.g. Radio, newspapers, T.V., etc.?

28. Yes___No___Do you feel that the publications of Ricks College are adequate in quality, considering style, scope, content, etc.?

29. Yes___No___Do you feel that Ricks College publishes enough publications such as student newspapers, literary magazines, departmental programs, newsletters, etc.?

30. Yes___No___Do you feel that Ricks College new student promotion is far reaching enough to be effective on enrollment?

31. Yes___No___Do you feel that new-student promotion, sometimes called recruitment, is a necessary part of public relations?

32. Yes___No___Do you feel that the new-student promotion of Ricks College should be expanded?

33. Yes___No___In your opinion, does Ricks College get adequate support from its Alumni organization?

34. Yes___No___Do you feel that the College has contributed adequately to the spirit of the Alumni organization?

35. Yes___No___Are you aware of problems or happenings in other departments, other than your own?

36. Yes___No___Does Ricks College have an established plan for proper and courteous handling of visitors who "just drop in"?

37. Yes___No___Does the College have a speakers bureau for prompt handling of requests for speakers?

38. Yes___No___Does the College have a program bureau for handling of requests for other types of programs?

39. Yes___No___Do you believe that the community as a whole is aware of the many services offered by the college?

40. Yes___No___Do you believe that the community, either as a whole or individually is taking sufficient advantage of the many services offered by the College?

41. Any additional comments or suggestions may be expressed here.

PART TWO

EVALUATION OF PUBLIC RELATIONS ACTIVITIES

In the following areas and activities of Public Relations, will you please indicate by use of the code listed below, what you believe to be, (a.) the rate of value or importance of each area and activity in promoting good public relations: (b.) the degree of excellence of each area and activity in the public relations program of Ricks College.

CODE (a.):

Points	Rate of value
4	Of greatest importance
3	Major importance
2	Average importance
1	Less important
0	Of no importance

CODE (b.):

Points	Degree of excellence
4	Excellent
3	Good
2	Average
1	Below average
0	Inadequate

AREA Activity	(a.) Rate of Value in promoting good public relations	(b.) Degree of excellence at Ricks College
1. PUBLICITY	(a.)________	(b.)________
a. News releases for local daily news	________	________
b. News releases for regional news	________	________
c. News releases for home town papers	________	________
d. Newspaper feature stories	________	________
e. Radio news releases	________	________
f. T.V. News releases	________	________
g. ____________________	________	________
h. ____________________	________	________

AREA Activity	(a.) Rate of Value in promoting good public relations	(b.) Degree of excellence at Ricks College
2. PUBLICATIONS	(a.)________	(b.)________
a. Student Newspaper	________	________
b. Student Literary Magazine	________	________
c. Student Handbook	________	________
d. Student Directory	________	________
e. Yearbook or Annual	________	________
f. Catalog	________	________
g. Lecture series, special speeches	________	________
h. Special brochures	________	________
i. Departmental programs	________	________
j. Newsletters	________	________
k. President's Report	________	________
l. ____________________	________	________
3. NEW STUDENT PROMOTION	(a.)________	(b.)________
a. Visitations to high schools	________	________
b. Mailing list for brochures	________	________
c. Youth conferences on campus for high school seniors	________	________
d. College facilities used for regional and state high school festivals, etc.	________	________
e. College Open House	________	________
f. Band, orchestra and choral tours	________	________
g. Motion picture and sound slide presentations	________	________
h. ____________________	________	________
i. ____________________	________	________
4. AUDIO-VISUAL MEDIA	(a.)________	(b.)________
a. Press photography for bulletins, brochures, news releases, etc.	________	________
b. Slide Films	________	________
c. Sound-slide productions	________	________
d. Motion pictures	________	________
e. Sound-motion picture productions	________	________
f. Exhibits, Displays and Mock-ups	________	________
g. ____________________	________	________

AREA Activity	(a.) Rate of Value in promoting good public relations	(b.) Degree of excellence at Ricks College
5. RADIO, T.V. PROGRAMMING	(a.)________	(b.)________
a. Regular radio programs	________	________
b. Special feature broadcasts	________	________
c. Regular T.V. programs	________	________
d. Special feature telecasts	________	________
e. ____________________________	________	________
f. ____________________________	________	________
6. FUND RAISING	(a.)________	(b.)________
a. Development Fund	________	________
b. Alumni Fund	________	________
c. Business and Service Clubs' Support	________	________
d. Scholarship campaign	________	________
e. Special programs	________	________
f. ____________________________	________	________
g. ____________________________		
7. ADVERTISING	(a.)________	(b.)________
a. Newspaper	________	________
b. Business Houses	________	________
c. Bill-boards	________	________
d. Radio and T.V.	________	________
e. ____________________________	________	________
f. ____________________________	________	________
8. COMMUNITY INTEGRATION	(a.)________	(b.)________
a. College Community Fine Arts Series	________	________
b. College Community Symphony	________	________
c. College Community Theater	________	________
d. Speakers Bureau for Community service	________	________
e. Program Bureau for community service	________	________
f. Leadership week	________	________
g. Lecture Series	________	________
h. Workshops, Seminars, Clinics, etc.	________	________
i. Adult Education	________	________
j. Off-campus classes and lectures	________	________
k. Extension services	________	________
l. Student Service Clubs	________	________

AREA Activity	(a.) Rate of Value in promoting good public relations	(b.) Degree of excellence at Ricks College
8. COMMUNITY INTEGRATION, Cont.	(a.)________	(b.)________
m. Faculty Wives or Women's Clubs	________	________
n. Mothers' Clubs	________	________
o. Audio-visual services to community	________	________
p. Travel-study tours	________	________
q. Coordination of city and campus Police	________	________
r. Coordination of city and college library	________	________
s. Availability of college facilities	________	________
t. ______________________________	________	________
u. ______________________________	________	________
9. ALUMNI RELATIONS	(a.)________	(b.)________
a. Alumni Magazine	________	________
b. Alumni Newsletters	________	________
c. Home coming activities	________	________
d. Alumni Fund campaign	________	________
e. Alumni Gifts	________	________
f. Campus facilities for Alumni use	________	________
g. Alumni Organization	________	________
h. ______________________________	________	________
10. SPECIAL EVENTS PLANNING	(a.)________	(b.)________
a. Home coming	________	________
b. Anniversary or Founders Day	________	________
c. New Building dedications	________	________
d. Commencement	________	________
e. ______________________________	________	________
11. PROFESSIONAL RELATIONS	(a.)________	(b.)________
a. Professional conventions	________	________
b. Accrediting agencies	________	________
c. Membership in American Association of Junior Colleges	________	________
d. Membership in American College Public Relations Association	________	________

AREA Activity	(a.) Rate of value in promoting good public relations	Degree of excellence at Ricks college
11. PROFESSIONAL RELATIONS (continued)		
e. Membership in American Council on Education	________	________
f. Local, State and National Education Association membership	________	________
g. ____________________	________	________
12. EVALUATION OF PUBLIC RELATIONS	(a.)________	(b.)________
a. Faculty and Staff survey	________	________
b. Student survey	________	________
c. Community Polls	________	________
d. Appraisal scales; check lists	________	________
e. Informal interviews and observations	________	________
f. Public Relations in-service training of faculty	________	________
g. Public Relations in-service training of staff	________	________
h. ____________________	________	________

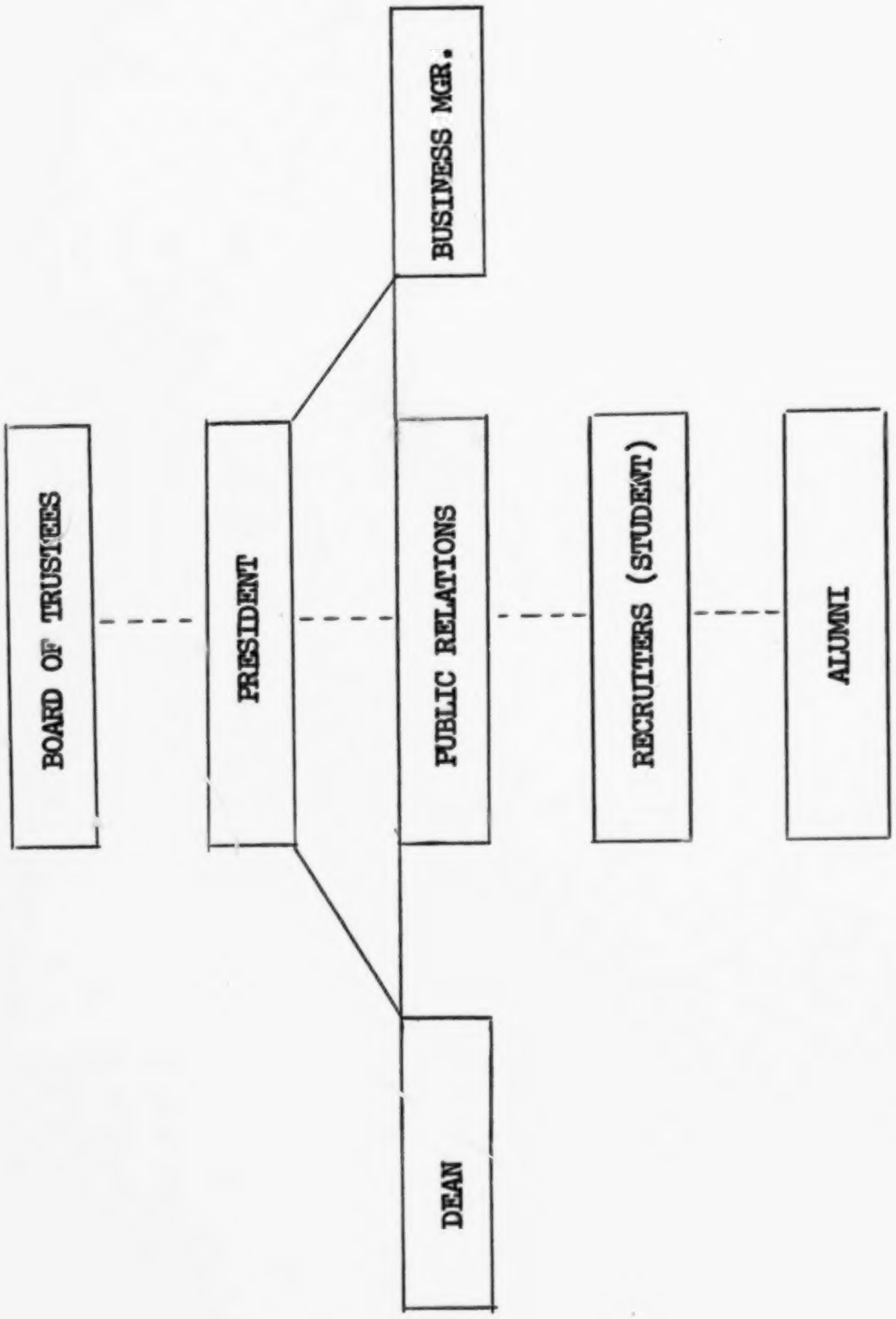
CONCLUSION

1. Which phase of Public Relations work do you believe should be emphasized most?____

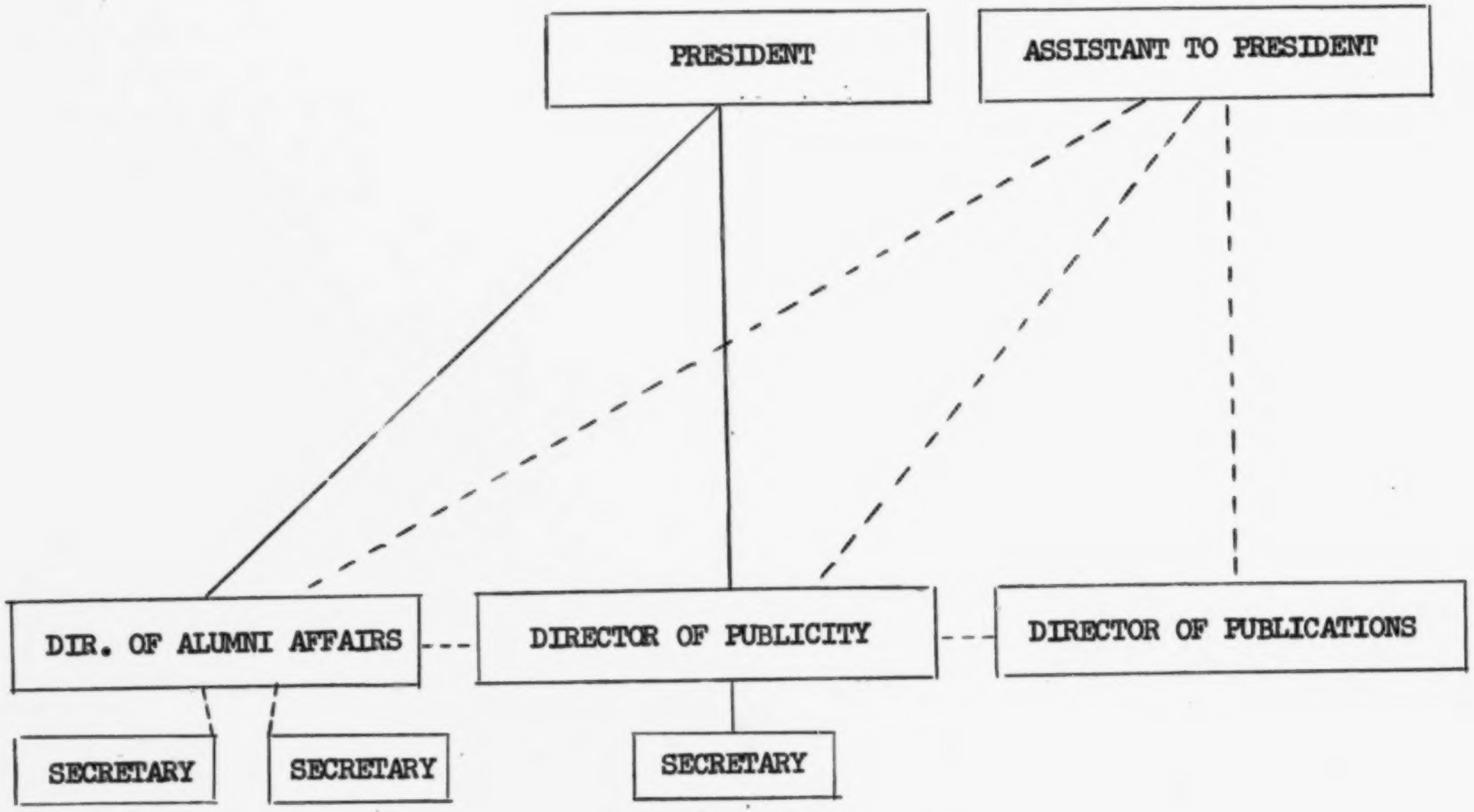
2. What do you feel is our greatest problem in our Public Relations program?____

____

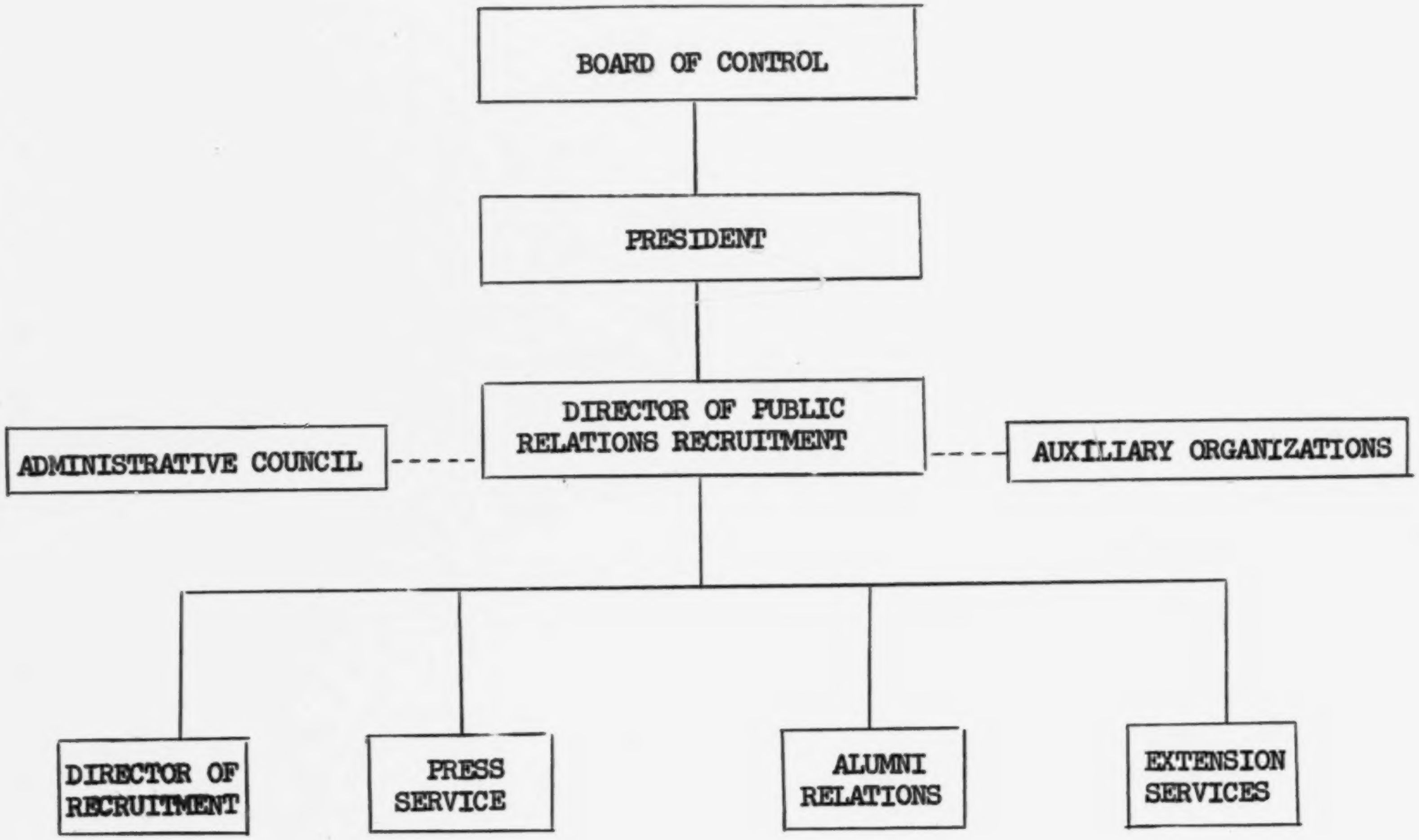
APPENDIX IV


BOARD OF TRUSTEES
PRESIDENT
BUSINESS MGR.
PUBLIC RELATIONS
DEAN
RECRUITERS (STUDENT)
ALUMNI

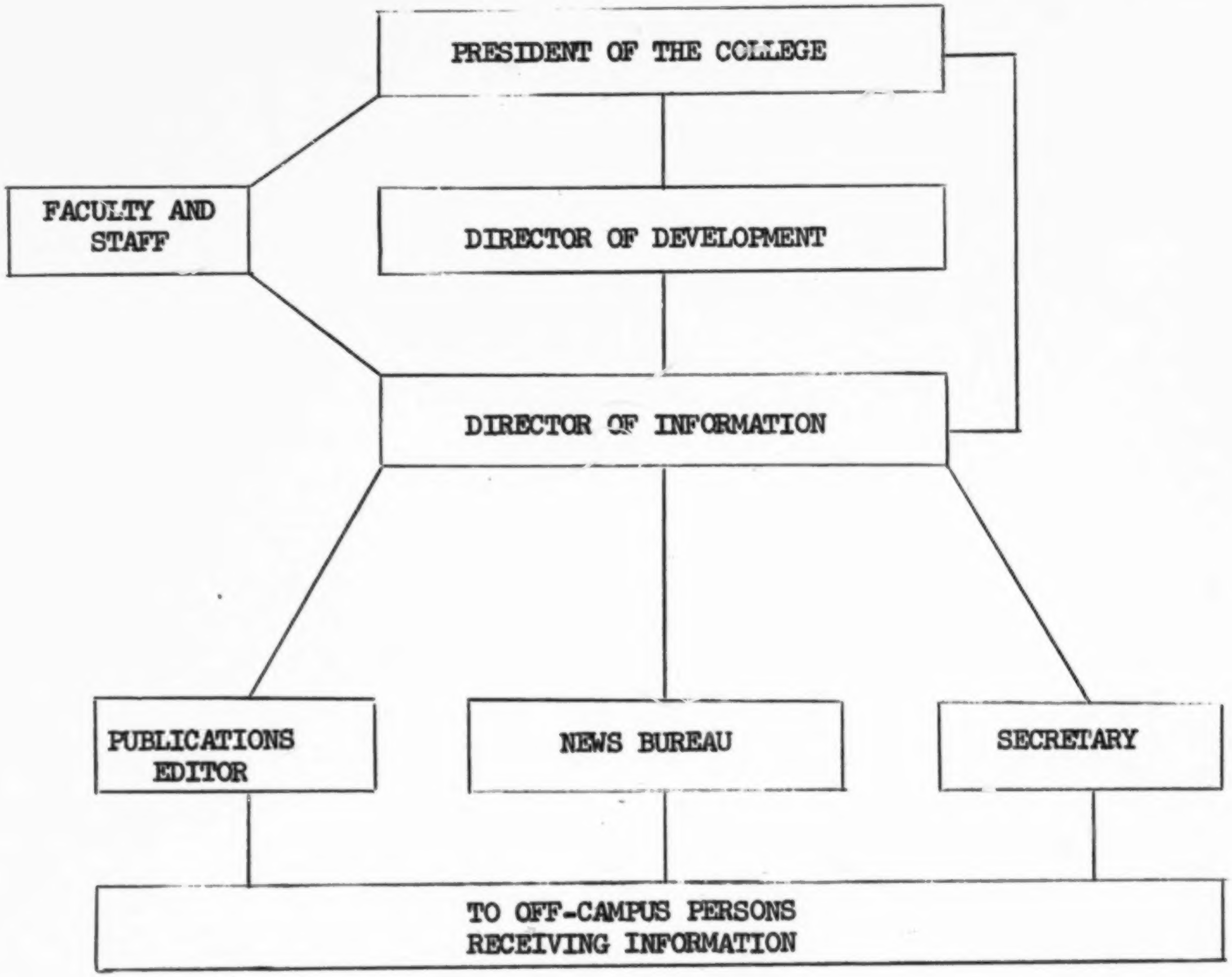
ORGANIZATIONAL CHART OF PUBLIC RELATIONS IN LON MORRIS COLLEGE, JACKSONVILLE, TEXAS


PRESIDENT
ASSISTANT TO PRESIDENT
DIR. OF ALUMNI AFFAIRS
DIRECTOR OF PUBLICITY
DIRECTOR OF PUBLICATIONS
SECRETARY
SECRETARY
SECRETARY

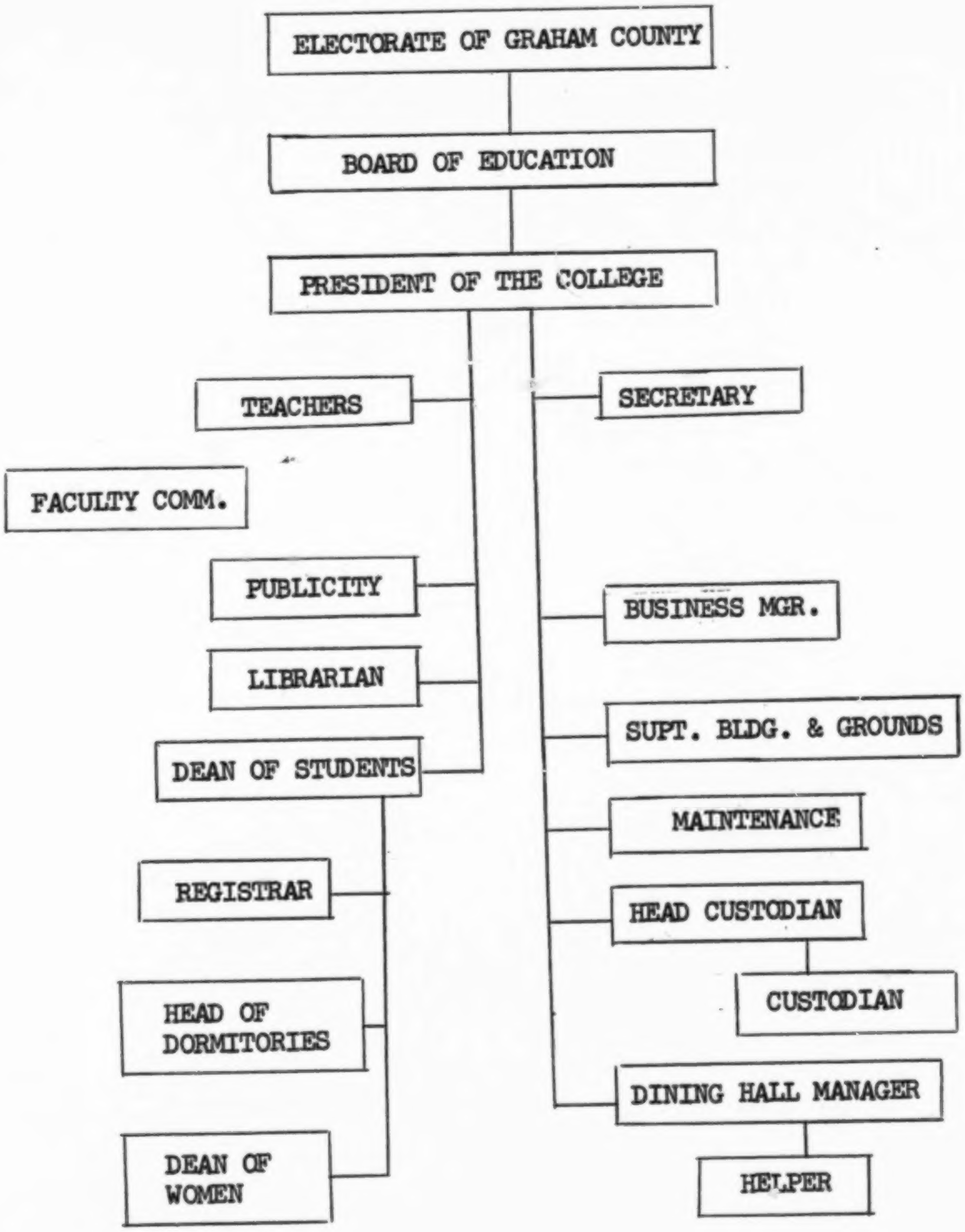
ORGANIZATIONAL CHART OF PUBLIC RELATIONS IN MARS HILL COLLEGE
NORTH CAROLINA


BOARD OF CONTROL
PRESIDENT
DIRECTOR OF PUBLIC RELATIONS RECRUITMENT
ADMINISTRATIVE COUNCIL
AUXILIARY ORGANIZATIONS
DIRECTOR OF RECRUITMENT
PRESS SERVICE
ALUMNI RELATIONS
EXTENSION SERVICES

ORGANIZATIONAL CHART OF PUBLIC RELATIONS IN CONCORDIA COLLEGE, OREGON


PRESIDENT OF THE COLLEGE
FACULTY AND STAFF
DIRECTOR OF DEVELOPMENT
DIRECTOR OF INFORMATION
PUBLICATIONS EDITOR
NEWS BUREAU
SECRETARY
TO OFF-CAMPUS PERSONS RECEIVING INFORMATION

ORGANIZATIONAL CHART OF PUBLIC RELATIONS IN STEPHENS COLLEGE
COLUMBIA, MISSOURI


ELECTORATE OF GRAHAM COUNTY
BOARD OF EDUCATION
PRESIDENT OF THE COLLEGE
TEACHERS
SECRETARY
FACULTY COMM.
PUBLICITY
BUSINESS MGR.
LIBRARIAN
SUPT. BLDG. & GROUNDS
DEAN OF STUDENTS
MAINTENANCE
REGISTRAR
HEAD CUSTODIAN
CUSTODIAN
HEAD OF DORMITORIES
DINING HALL MANAGER
DEAN OF WOMEN
HELPER

ORGANIZATIONAL CHART OF PUBLIC RELATIONS IN EASTERN ARIZONA JUNIOR COLLEGE, THATCHER, ARIZ.

APPENDIX V

CHECK LIST

The following check list is intended primarily to stimulate further thought about some of the salient points touched upon in this guide. Page numbers are included for easy reference.

The list does not set up an absolute standard for all colleges, but provides a means by which each president or director of community relations can evaluate his own program. Periodic evaluation by the same individual should suggest the amount of progress achieved.

POINTS TO CHECK	Needs improvement	Adequate	Strong
1. The college's public relations policy recognizes that communication from the public is as important as communication to the public.			
2. College authorities recognize that the objectives of a tax-supported educational system in a democracy can be achieved only upon a foundation of effective public relations. . . .			
3. All public relations activities are coordinated by on individual (i.e., the president or community relations director).			
4. The public relations director is "staff," not "line."			
5. A public relations committee meets regularly and assists the public relations director in planning, coordinating and evaluating the public relations activities of the entire college			
6. Public relations and mass communications specialists in the community have been asked to serve on a Citizens' Advisory Committee.			
7. The community relations program seeks maximum results with available resources by concentrating on prioity groups among the various "Publics.". .			

Points to Check	Needs improvement	Adequate	Strong
8. The community relations program is closely related to the college's objectives.			
9. The community relations program realistically considers budget limitations, available facilities, and manpower.			
10. The blueprint for the community relations program includes a formal statement of the college's public relations philosophy and goals. . . .			
11. An organizational chart indicates the general areas of public relations activity and the individuals responsible for each area.			
12. The community relations director has developed news sources which keep him fully informed of what is going on throughout the college. . . .			
13. Material facilities (e.g., office space, type-writers, duplicating equipment, filing cabinets) are available for the public relations operation. .			
14. Secretarial help is provided for the public relations director. . .			
15. The college makes a positive effort to promote good personal relations in public contacts of telephone operators, receptionists, student clerks, ushers, and cafeteria and custodial personnel.			
16. The college makes a positive effort to promote the morale of students, faculty and non-certificated personnel.			

Points to Check	Needs improvement	Adequate	Strong
17. College publications such as brochures, reports, and newsletters keep students, faculty and community well informed of campus events. . . .			
18. The director of community relations maintains a resources file including general information on the college, student and faculty biographies, pictures, clippings, mailing lists, and resource publications.			
19. The director of community relations has established personal relationships with community leaders.			
20. An effort is made to promote understanding of issues about education among members of the faculty and student body.			
21. Achievements of faculty, students and alumni are publicized in order to emphasize the college's superior instruction.			
22. The philosophy and functioning of junior college instruction is communicated to the gneral public through such means as a speakers' bureau, campus tours and open houses, articles in outside publications, lectures, and television and radio panels.			
23. Displays in store windows, lobbies, fairs, and at open houses, etc., are used to emphasize the scope and excellence of junior college instruction.			
24. Faculty members receive public recognition through speaking engagements and television and radio appearances.			

Points to Check	Needs improvement	Adequate	Strong
25. Faculty members participate in professional societies, trade groups, and business conferences.			
26. Faculty conferences on community relations are held regularly.			
27. Orientation meetings are held for new faculty members.			
28. Various activities promote the morale and prestige of faculty families.			
29. A positive effort is made to develop student understanding of the objectives, history, philosophy and operations of the junior college and its role in education and society. .			
30. New students are welcomed to the college by means of orientation brochures, lectures, and special affairs			
31. Activities of student groups are publicized.			
32. The community relations director provides general public relations assistance for all college events. .			
33. Faculty and students participate in community activities for civic betterment.			
34. College facilities are used for community meetings, conferences, special activities, etc.			
35. The college actively sponsors community events and cultural activities.			

Points to Check	Needs improvement	Adequate	Strong
36. The community relations director has established close personal relations with editors and reporters.			
37. The college takes advantage of available radio and TV time by developing lively programs of an educational nature.			
38. Faculty and student speakers' bureaus have been "mechanized" to achieve maximum results at minimum effort.			
39. College publications (including those reproduced on duplicating machines) have a professional appearance.			
40. Bulletin boards are attractive and up-to-date.			
41. Appropriate news and feature stories are sent to local employee publications.			
42. The community relations director has developed a reliable source of good photographs and makes use of other visual aids whenever appropriate.			
43. Direct mail is used as an effective means of communication.			
44. Schedules and programs of campus activities are distributed to the general public.			
45. The community relations director conducts a training program for other members of the public relations team.			

Points to Check	Needs improvement	Adequate	Strong
46. Regular evaluation reports are submitted by all members of the public relations committee.			
47. An effort is made to determine what results can be attributed directly to the public relations program.			
48. College initiated polls test the effectiveness of programs directed to specific publics.			
49. News clippings are thoughtfully analyzed for content.			
50. Influential people in the community are asked to evaluate the effectiveness of the program with special groups.			

Alexander Streloff, Guide to Public Relations for Junior Colleges (Chicago: South-Western Publishing Company, 1961)

A STUDY OF TRENDS AND EXTENT OF ORGANIZED PUBLIC RELATIONS PROGRAMS IN TWO YEAR COLLEGES WITH SPECIAL APPLICATION TO RICKS COLLEGE

An Abstract of a Field Study
Presented to
the Faculty of the Department of Educational Administration
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Daniel Stewart Hess
August, 1961

This abstract of a field study by Daniel S. Hess is accepted in its present form by the Department of Educational Administration of Brigham Young University, as satisfying the field study requirements for the degree of Doctor of Education.

July 20, 1961
Date

Keith R. Oakes
KEITH R. OAKES, Chairman

Robert L. Egbert
ROBERT L. EGBERT, Comm. Member

Percy E. Burrup
PERCY E. BURRUP, Comm. Member

Dean C. Christensen
DEAN C. CHRISTENSEN, Comm. Member

Glen F. Ovard
GLEN F. OVARD, Comm. Member

ABSTRACT

PROBLEM

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the current trends and practices in public relations and the extent of organized public relations programs existing at the present in junior colleges throughout the nation.

Analysis of the Problem

The junior college system is relatively new in the total system of higher education. The public is probably therefore, not as thoroughly nor accurately informed about junior colleges as about other educational institutions. The success of any educational system whether public or private, elementary, secondary, or higher education, depends upon the public's understanding and support of that system. Ricks College, like many junior colleges, faced a need for conscientious planning and coordination in its public relations program in order to advance that much-needed understanding and support.

Method of Procedure

To determine how other two year colleges were meeting the challenge for the improvement of public relations, a survey was conducted among 50 per cent of the junior colleges of the nation. A questionnaire was formulated and submitted to twenty-four authorities in the field of junior college public relations which comprised the pilot study to which the general survey was compared. The questionnaire was then submitted to 331 junior colleges, a selection which was based upon the stratified method of sampling. In addition to the national survey, a Ricks College

Faculty Survey was conducted to determine the extent of participation and activity in the various aspects of public and community relations.

Conclusions and Recommendations

Public relations programs were found to be soundly organized in 36.5 per cent of the junior colleges. An important development in junior college public relations was the growing awareness and general movement in the direction of better organization and coordination of all branches of public relations, including publicity, alumni, and development.

The status of public relations had attained a professionalism as it has been placed on an administrative and police-making level. The administrative status of public relations officers was in keeping with a higher educational background, reflective of the master's degree.

Lack of unity and confusion in the definitions of public relations and organized public relations programs was evident.

The degree of success of the public relations program was determined largely by the amount of outside responsibility expected of the public relations officer.

The size and enrollment of an institution had no bearing on the extent of public relations program or functions it may have. The survey reflected that sound public relations programs were found in as many small colleges as large, however, there was a more serious need for well coordinated programs in the larger institutions. The nature of the large college per se presented problems of communication that were otherwise handled more directly in the smaller college.

The basic goals of junior colleges were delineated according to (1) publicity, (2) interpretation, and (3) community reciprocation.

Specific goals had been established by only 31.7 per cent of the responding junior colleges.

The basic philosophy of junior college public relations covered a broader scope as evidenced by the 24.4 per cent of the public relations based upon publicity in contrast to 33.4 per cent based upon a combination of publicity and community interaction.

Some of the more important problems which junior colleges faced were those concerned with adequate budget, unencumbered public relations officers to coordinate the total program, and faculty and staff understanding and support.

In light of the findings of this study, the following recommendations are made:

1. That there be more affiliation of the junior college public relations personnel with such professional organizations as American College Public Relations Association.

2. More institutions implement a concerted program of faculty and staff in-service training in the responsibilities of public relations.

3. Greater emphasis be placed on coordination of all activities such as development, alumni, publicity, etc., to produce a balanced program of public relations.

4. Increased emphasis be placed on definition of goals and objectives of public relations to bring them into agreement with those of the individual institution and junior college as a whole.

5. A minimum of one to five thousand dollars be appropriated, sans salaries (determined by the size and characteristics of the institution),

for the purpose of furthering public relations at junior colleges.

6. Continued and increased recognition be given public relations on the administrative and policy-making level.

7. The public relations officer be relieved of outside responsibilities so that he might devote his full time to public relations activities.

8. Further research and investigation be made into the problem of student mortality and attrition as a new area of public relations.